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ABSTRACT

This manual is designed to help teachers, businesses, Chambers of Commerce, and students start their own economic development activities and youth ventures. It describes a two-step plan to economic development through youth: development of an in-school student chamber of commerce program and development of a youth-owned venture. The first part of the manual explains how to start an in-school student chamber of commerce program. Entrepreneurship is the first topic covered. The following pages document success stories of young entrepreneurs. The next section discusses the involvement of business people, educators, chambers of commerce, and students; their roles; and benefits of involvement. The steps for development of an in-school student chamber of commerce program are described: orientation with a local chamber; start of the student chamber; activities for the role model chamber; structuring of the work groups; and reports and records. The second part of the manual offers tips and guidance for starting a youth-owned business. Six steps are discussed: (1) research; (2) decide what kind of business; (3) select business structure; (4) write a business plan; (5) start the business; and (6) market the business. Other contents include a list of ideas for youth-owned business, and a sample Youth Venture Volunteer Contract, and a business start-up checklist. Appended are materials to supplement the activities of the manual (information on pricing, licensing, regulations, and tax reporting) and a list of resource people, organizations, and publications. (YLB)

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ECONOMIC DEVELOPMENT

Youth

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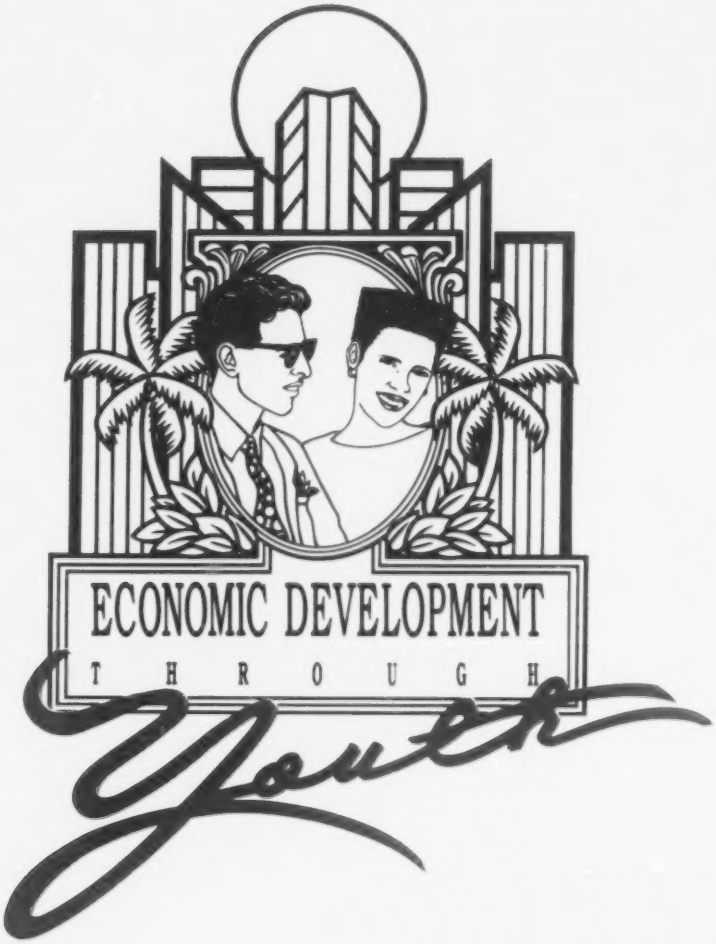

A Program for Schools and Communities

This publication was prepared by the Florida High Technology and Industry Council. The statements, findings, conclusions and recommendations are those of the Council and do not necessarily reflect the views of the Economic Development Administration.

PRESENTED TO THE
ECONOMIC DEVELOPMENT THROUGH YOUTH CONFERENCE
MARCH 12, 1991
TAMPA, FLORIDA

TABLE OF CONTENTS

INTRODUCTION 1

TWO-STEP PLAN TO ECONOMIC DEVELOPMENT THROUGH YOUTH 2

- Adopt a Community Economic Education Program 2
- Enable Your Community to Start a Youth-Owned Venture 2

THE SPIRIT OF ENTREPRENEURSHIP 3

WHAT IS ENTREPRENEURSHIP? 4

SUCCESS STORIES 6

- This Old House 6
- Mom's Inc. 7
- Bloomin' Express 7

ACADEMIC SUCCESS STORIES 8

- Enterprise Village 8
- S.T.A.R. Enterprise 8
- Junior Achievement 9

WHY YOU SHOULD BECOME INVOLVED AND YOUR ROLE IN THE PROGRAM 10

- Business People 10
- Educators 11
- Chambers of Commerce 12
- Students 13

THE IN-SCHOOL STUDENT CHAMBER OF COMMERCE PROGRAM 15

- Overview 15
- Steps to Organize a Student Chamber 16
- Conclusions 19

THE YOUTH VENTURE CONTRACT PROJECT 20

- Introduction 20

HOW TO START A YOUTH-OWNED BUSINESS 21

- Research 22
- Decide What Kind of Business 22
- Select a Business Structure 23
- Writing the Business Plan 24
- Starting Your Business 26
- Marketing Your Business 26

JUST FOR KIDS - Youth Venture Ideas 28

CONCLUSIONS 31

YOUTH VENTURE VOLUNTEER CONTRACT 32

BUSINESS START UP CHECKLIST 33

APPENDICES 36

- A - Pricing Your Product or Service 36
- B - Licenses, Permits and Registrations 37
- C - Other Pertinent Information 38
- D - Tax Reporting Requirements 39

RESOURCES FOR ENTREPRENEURIAL EDUCATION .. 40

- People 40
- Agencies 40
- Publications 42
- In-Service Training 45

NOTES 48

WORKS CITED 49

The In-School Student Chamber of Commerce Program is adapted from the models of the Dade County Public Schools Office of Vocational, Adult, Career, and Community Education Program and from the Broward County Public Schools Economic Education Social Studies Department, Division of Instruction Program.

INTRODUCTION

Recognizing the importance of entrepreneurial efforts to Florida's current and future economic development, the Florida High Technology and Industry Council set out to enhance entrepreneurial programs for youth in the state of Florida. To achieve this objective, the Council successfully pursued a grant from the federal Economic Development Administration for the purpose of promoting Economic Development Through Youth.

Specifically the grant calls for a conference, an economic development program that can be replicated in any Florida community or elsewhere in the nation, and a manual to help teachers, businesses, Chambers of Commerce and students start their own economic development activities and youth ventures.

The **conference** has been designed to highlight the strengths of entrepreneurial activities for the young and to illustrate where communities can turn for resources and assistance to get started. The **program** is a tested plan that involves little or no funding to get started — just community support. This **manual** has been designed as a step-by-step guide to enable communities to adopt economic development activities and summarizes what the conference, economic development and entrepreneurship are all about.

The Council's research into Florida's activities pleasantly revealed many successful programs already being conducted. Through the conference and this manual, the Council hopes to expose others to success stories that were started with little more than an innovative idea, in hopes that sharing of these ideas will kindle a desire to adopt these programs in other communities. The Council selected the very best from these programs and has brought several of them to the conference to share with you.

With every new discovery of a youth entrepreneurial program came speeches of praise from those involved for what these activities were doing to benefit young people. Almost without exception, these hands-on experts hailed entrepreneurial education as a way to teach lifelong skills to those young men and women who will be Florida's future workers and business leaders. These skills, they said, are skills inherent in everyone but which merely need strengthening and nurturing by caring professionals. They stressed that entrepreneurial education is a career option; a four-year college degree is not for every student, they noted, and does not guarantee automatic success and life fulfillment. Both business leaders and teachers emphasized that entrepreneurial education is teaching the skills of self-reliance and determination, pointing out that entrepreneurs are the people who help themselves to their share of success. They look inward for accomplishment rather than waiting for the government, the corporation, the community or the system to give them a break or help them get started. They have the skills, the confidence, and the drive to find what satisfies them in life and make a business of doing it.

Entrepreneurs are the key to economic development, and infusing Florida's youth with entrepreneurial skills can enhance the state's economy — now and into the 21st Century. No less importantly, entrepreneurial education can change young lives.

Program and Conference Coordinator
Lori Nolen

THE TWO-STEP PLAN TO ECONOMIC DEVELOPMENT THROUGH YOUTH

Adopt a Community Economic Education Program that has an Ultimate Goal of Actually Starting a Youth-Owned Business.

The Council had many opportunities to examine successful examples of entrepreneurship at work, reviewing many programs and talking to many people. From this research emerged a program that offers the greatest economic development benefit and is the easiest to adopt, for economical reasons as well as educational ones. That model program is the In-School Student Chamber of Commerce program currently at work in public schools in Dade and Broward counties. The first part of this manual and the conference will provide an overview of how to start an In-School Student Chamber of Commerce program. The Florida High Technology and Industry Council supports this program and encourages its adoption throughout the state.

The In-School Student Chamber program is exactly what its title suggests. It is an extracurricular program that encourages students to group together as an organization and join their local Chamber of Commerce. Here they form business partnerships, find business mentors and establish relationships with individuals who can serve as in-kind consultants for youngsters starting their own business.

Unlike some programs, this plan can thrive on a very small budget. While contributions are always helpful to run any program, this program strives to become and remain self-supporting. Businesses and Chambers are asked for support only in the form of guest lectures, job shadowing, mentoring, participation in a career day, and similar activities. When students get ready to start their businesses, they have all-important contacts necessary to get crucial information, they understand the helpful role of the Chamber of Commerce, and they are prepared to be a serious contender in the free enterprise system, even if only on a small scale.

Enable Your Community to Start a Youth-Owned Venture.

If you currently have a successful entrepreneurial/economic development program and you are looking for more in-depth ventures, you are a prime candidate for following the Council's plan to start one or several youth-owned businesses. The second part of this manual is dedicated to instructing teachers and youth in how to start a youth-owned venture. Depending on the types of businesses the students want to start, the venture could range in difficulty from a very easy to very complex undertaking. The key is to have the support of the community behind the effort. Who better to help a young entrepreneur than a business person who also started as an entrepreneur? Smart business people recognize that the development of their local economy by way of emerging small businesses serves not only the interests of the small business owner, but their own economic interests as well. Small businesses mean local jobs, money being spent locally and put into the hands of local people to be spent again, locally.

The beauty of the Youth Venture Program lies in the fact that it entails little more than taking the skills and concepts students have learned in school and focusing them on starting a small business. The part that makes it work is the "volunteer contract" between the community's business leaders and the young entrepreneurs.

As you explore this manual and hear the entrepreneur success stories at the Economic Development Through Youth Conference, consider becoming an entrepreneur yourself. Start an Economic Development Through Youth Program in your community, and watch the tangible results of this most rewarding experience.

THE SPIRIT OF ENTREPRENEURSHIP

Every business in operation today was started by an entrepreneur.

Every business began when someone saw an unmet need for a product or service no one had thought of before, or found a way to make an existing product or service better. All businesses started with an idea and a person with a vision and the dedication to see it to reality. Often, we think only of the large businesses, those companies that make hundreds of thousands or even millions of dollars each year. But the true life blood of the American economy — the business activity that continues to spur innovation in the United States — is by far the small business.

Did you know ... ?

- 95 percent of all the businesses in the United States are classified as small businesses.[1]
- Small businesses generate more than half of the United State's Gross National Product, the total market value of all the goods and services produced in the nation.[2]
- Small businesses employ more than half of all workers in the United States.[3]
- Of the 15 million businesses in the United States, more than half have fewer than five employees.[4]
- Small businesses produce 2.5 times as many innovations as do larger companies.[5]
- The Fortune 500 list changed at a rate of 30 percent in five years as result of small businesses emerging, growing into large businesses and causing turnover.[6]
- In the past 12 years, big business has lost over 4 million jobs, while small business has added over 14 million jobs.[7]
- An independent researcher estimates that more than 70,000 small businesses have recorded a growth rate of greater than 30 percent over the past five years.[8]

Facts such as these suggest that small business is the backbone of the American economy, and the entrepreneurial spirit and expertise of today's youth will determine the strength of that backbone in the years to come.

WHAT IS ENTREPRENEURSHIP?

Entrepreneurship is, quite simply, the willingness to take chances in order to make something happen - to create value by recognizing business opportunity, taking a calculated risk appropriate to that opportunity, and using management and communications skills to mobilize the human, financial and material resources required to bring a project to fruition.

Entrepreneurs are unique individuals. They are self-motivated. They don't give up when things get rough. They depend on their own efforts, their own judgments. They believe they control their own destiny. They often do not accept traditional ways of doing things. They are creative. They are quick decision makers and they look for opportunities. Entrepreneurs take risks. Entrepreneurs must risk their financial security, their reputation and even their self-esteem. Entrepreneurs must also have the self-confidence to cope with the ambiguity and uncertainty that comes with building an entire organization around nothing more than an idea. An entrepreneur must have the energy to act and the drive not to be discouraged by obstacles.[9] The entrepreneur uses the knowledge he has acquired to his own advantage by effectively reallocating resources.[10] All of these things make successful entrepreneurs.

Young people can develop these skills, and the future of our economy depends on them doing precisely that. Hundreds of small businesses are created each year, and the American economy needs what entrepreneurs give it. Small businesses provide jobs, new products and services, and money through salaries and through the purchase of local goods. They also provide innovative new ways of doing business and creative work environments. If we can spur the creativity of our youth by teaching them the skills they need and building a passion for seeing their ideas come to being, we can improve the economic foundation of our communities of the future. We must emphasize to young people the real-world value of the many skills they will gain from studying entrepreneurship, and the importance of classroom lessons in preparing for life beyond school.

Consider the many good things that can come from entrepreneurial education:

First, young people will come to better understand business. In the past, young people often had role models to follow into business, respected elders who could show them how business worked. Entrepreneurs followed in the steps of their parents. Our grandparents or theirs many times owned small businesses. Children grew up learning about the world of small business through exposure to relatives or friends. These young people grew up understanding a great deal more about small business than do youngsters today. The changing demographics of our society give fewer children an opportunity to be exposed to the small business atmosphere.

That is why when we give young people a chance to start a small youth-owned business of their own, we make entrepreneurship a comfortable, familiar feeling rather than an alien one. Students begin to see how small businesses contribute to the local economy. By participating in running a business they can also see how their education is a valuable tool that will help them beyond measure if they choose to go into business. As they begin to run a youth venture or study their Chamber of Commerce, they will come to understand that math skills are important in order to determine profits. They will come to understand that they must be able to read and write to sign for receiving reports, to write advertising copy, even to communicate their needs and wishes to colleagues and employees. They will begin to make sense of economics when they feel the impact of supply and demand forces on their own product or service. In general the world of small business will become more familiar to students and, suddenly, their role in a small business environment will begin to take on meaning.

Second, young people who study entrepreneurship will become more valuable employees. When students begin to order supplies and have a stake in inventory, they will see how it is important to handle merchandise with care so that it is not broken. When they begin to write work schedules and rely on others to show up and be on time, they will learn the value of their own punctuality and dependability. When they see

their ideas paying off in successful activities, they will become more self-motivated and creative. They may become interested in a less-favored subject in school if they realize how that subject can help them be a successful small-business owner. Studying entrepreneurship may not lead to a troop of young people going out to start businesses right away, but it most certainly will result in a better prepared, wiser young person skilled to be the quality employee of some other entrepreneur.

Third, the study of entrepreneurship can lead students to develop a stronger sense of community. As the young people work through their Chamber of Commerce, they will begin to see how businesses work together to make the community a better place. They will see how education, government and private enterprise cooperate to try to create the best situation for all. The many people who volunteer to help the youngsters get started in the entrepreneurial education program will serve as positive role models. In short, entrepreneurship education can help students understand how each community member's contribution helps the community as a whole.

Fourth, students will understand the importance of small business to the economy. They will learn about the "multiplier effect" and how dollars spent locally are spent as many as six or seven times again in the same community, affecting many more lives and businesses. They will see how their community is helped by money paid out in local salaries, and they will have the opportunity to see how small companies, by forming a pool of available subcontractors, make it possible for larger companies to land major contracts and provide even more jobs. Young people will understand why taxes are drawn from their paycheck each week by seeing how some of that money comes back to help the community as a whole. Market forces on the economy, the revenues, salaries and jobs that small business provide - all these will hold more meaning to a youth who has owned his own business or studied economic education.

Fifth, students can come to understand entrepreneurial activities as a career option. Not everyone wants to be, or should be, or has the opportunity to be, a college graduate. With so many business opportunities resting in the creation and operation of the small business, the time appears right to begin educating our students to consider starting their own businesses as a valid career option. There are a rising number of unemployed college graduates, too often young adults who pursued degrees just to get a degree and sometimes have little or no interest in their field of study. Quality job opportunities for non-specialized college degree holders appear to be harder and harder to find. If parents put as much money into their children's dreams to start their own businesses as they put into their college educations, it is entirely likely there would be more successful small businesses in the world and perhaps some more fulfilled individuals.

Sixth, entrepreneurial education reduces the number of future failures in small business. Even if you teach entrepreneur skills, today's students may not go right out and start their own small businesses. However, when they do finally decide to try to start a small business, they will be more likely to succeed in the venture. Growing numbers of graduates emerge from high school each year unprepared to seek higher education or obtain meaningful employment, and entrepreneurial education may be one way to stimulate students to stay in school and learn basic skills they will need for a meaningful future. Encourage students to start small youth-owned ventures while they are still in school, and you can help them visualize owning the larger business of their dreams some day.

Seventh and finally, entrepreneurial education encourages creative and innovative thinking. Entrepreneurs learn creative ways of challenging the status quo. They are inspired to look for new, better and innovative ways of doing things. They strive to be more efficient, and they look to themselves for strength, ideas and encouragement. These traits will serve them well in business, but will also make them the kind of individuals who can inspire innovation in the community at large.

What young person would not benefit from learning these skills as part of their formal education? And what community would not be better off with these young innovators among its populace?

Do **you** have an entrepreneurial education program in your school system? Isn't it time **you** helped start one? This manual will tell you how.

SUCCESS STORIES

Entrepreneurship takes imagination, motivation and determination. Become a catalyst who brings entrepreneurship to the youth of your community, and you too might end up with a success story.

While there are more success stories than can be described here, the following pages document a few of the most outstanding. These people are true entrepreneurs who have started a program or a business with just an idea. Their stories begin with imagination, grow from motivation and succeed through determination.

Project Title: This Old House — Economics in Action*

High School: Eustis High School

Teacher: Clark Blake

Community Sponsor: Jack Prickett, Prickett Properties
35 other community sponsors

Contact: Clark Blake, Eustis High School
Phone 904/357-4147

Jack Prickett, Prickett Properties
Phone 904/357-5094

Goals:

1) To incorporate the spirit of free enterprise and entrepreneurship in developing economic concepts appropriate to the American economic system.

2) To instill a sense of pride in students and adults in fostering a cooperative attitude and volunteer spirit on a joint effort of school and community.

Learning Objectives:

1) The student will use a combination of book knowledge, advice of professional consultants, and hands-on experience in purchasing a house, fixing it up, and placing it back on the market for sale.

2) Students will involve the business community as consultants to help guide them through the various aspects of the home buying experience.

3) Students will learn the following economic terms with practical application of hands-on experience: inflation, closing costs, points, property as collateral, equity, insurance, mortgage, trade-offs, opportunity costs, occupancy costs, title insurance, property taxes, interest rates, monthly expenses and credit rating.

Overview:

The students in this project worked together over one semester in an economics class to complete this project. The project was made possible by the collaboration of a local Realtor, an economics teacher and 35 other business people from the community. The students purchased a house for $25,000, renovated it, placed it back on the market for sale and sold it for $39,500.

Eighty-five students participated in the project by becoming part of one of ten different committees, each headed by a professional consultant. These committees included purchasing, public relations, video productions, accounting, legal, renovations, banking, insurance, engineering and decorating. Students completed all administrative aspects of the renovations as well as the physical renovation of the property.

** Reprinted from overview written by Clark Blake*

Project Title: Mom's Incorporated

High School: Lee Adolescent Mothers Program
L.A.M.P, Alternative School, Lee County Schools

Teachers: Ann DeRose, Principal
Dr. William Dannenburg
James F. Kaserman

Contact: 813/332-7717 or 813/332-2526

Mom's Incorporated is a school-based enterprise of the Lee Adolescent Mothers Program, which is supported by the Lee Alliance for Responsible Adolescent Parenting. The program gives young teenage mothers the chance to actually run their own businesses. Traditional programs for teenage parents focus on maintaining normal progress in school, learning basic child care techniques, and coping with this difficult and unstable period in their lives. Even though existing teenage parent programs play a valuable role in intervening to keep students in school, students' prospects of reaching their full economic potential are still diminished. Mom's Inc. meets these challenges and goes beyond these limited expectations. Mom's Inc. shows these students that they already possess skills that can be parlayed into a successful business enterprise, that they need not be limited in their goals and dreams.

Students in Mom's Inc. research apparel and baby products of existing corporations, then research, design and market their own products. Assisted by the University of South Florida Teacher Education Department, the students started a business by filling a market niche that had previously gone untapped. After noticing that their babies often chewed on less-than-sanitary handles of supermarket carts, the young mothers of Mom's, Inc. came up with a teething toy that would fit on the carts' handle and be easily removed by a mother when she was finished shopping. The Mom's Inc. students took this idea and developed a feasible product, starting a business to manufacture and market this item. The students later had opportunities to experience real life problems such as concerns over patent infringement and lawsuits, but the venture was successful.

The original twelve students have graduated, taking with them the skills to start their own business, but the manufacturing company continues in operation at the L.A.M.P. school. A new class is learning the retail business and will open consignment stores that will sell baby goods and other products to the community.

Mom's Incorporated has widespread community support. Among the many backers are the Greater Southwest Florida Chamber of Commerce, the Goodwill Industries of Lee County, the City of Fort Myers Business Incubator, and the Lee Alliance for Responsible Adolescent Parenting.

Currently, the program is having great success with a community mentoring program in conjunction with the Mom's Incorporated program. Professional women are mentoring students on jobs skills while also providing a strong role model to follow.

■ ■

Project Title: Bloomin' Express

High School: None — Done as an individual entrepreneurial effort

Teacher: None — Student was encouraged by parents

Resources: The Busines$ Kit

Contact: Busines$ Kids P. O. Box 149003
Coral Gables, FL 33114-9003
Phone 1-800/852-4544

Overview:

At nine years of age, Brandon Bozek started his own business running a home delivery flower subscription service. Brandon developed the idea after considering many other business ideas, including a backyard miniature golf business. He concluded a flower subscription service would be a good business for him to be in because it only required him to work a few hours a week on Thursday afternoons, it was relatively inexpensive to start and it was a project that was interesting but simple enough for him to take care of all the work himself. Brandon arranged to make purchases wholesale from a local nursery, and walks his neighborhood soliciting monthly subscriptions for bouquets and flower arrangements. On Thursday afternoons his parents drive him to pick up his flowers and make his deliveries. As a result of Brandon's innovation, his customers are able to receive door-to-door delivery of extremely fresh flowers at less cost than from conventional retail outlets, such as flower shops or grocery stores. Brandon's parents have put the company in his mother's name, making it legal for Brandon to work at his age. Brandon was able to plan his business with the help of the Busines$ Kit, from Busines$ Kids, which contains everything a young person needs to know to start his or her own business. The simplicity of the concept enabled Brandon to plan his flower subscription business in the back seat of the family car on a trip from Miami to Fort Myers, yet the young entrepreneur now earns about $150 a month in profits.

ACADEMIC SUCCESS STORIES

Enterprise Village:
An Adventure in Free Enterprise
Pinellas County Schools
Contact: Dr. Keith M. Gall, Principal
813/581-3600

Description: Enterprise Village is the Pinellas County School District's $1 million, 18,000-square-foot economic mini-city representing a unique school-business partnership. The 19 Tampa Bay businesses represented in the Village contributed $50,000 each for the construction of the facility. The money was donated to the Pinellas County Education Foundation. The grand opening of Enterprise Village was held in September of 1989, at which time the project was turned over to the Pinellas County school system. The school system now maintains and operates the Village.

As part of a comprehensive economics program in grades K-12, students in the fifth grade study a six-week economics curriculum that concentrates on the free enterprise system. After studying about the Enterprise Village businesses and learning to handle a checkbook, students apply for and are hired into positions to work one day in one of the 19 businesses. The students might work in a retail store or fast food franchise, work as a radio disc jockey, or become Mayor for a day in Enterprise Village. Students meet in their business groups and make plans and decisions concerning their work day, including how much money they will need for the day's operation and how the money is to be spent.

During their one-day experience at Enterprise Village, students acting as employees operate their businesses selling their goods and services. Once their paychecks are deposited in the bank, the student-employees can shop at the many businesses, which provide real products for sale. At three different times they have the opportunity to go on break and become consumers at their peers' enterprises.

This unique and innovative economic/entrepreneurial activity has trained more than 7,000 fifth graders from 74 Pinellas County elementary schools. Plans are now in the works to expand to the secondary level.

S.T.A.R. Enterprise
Students Taking Alternate Routes
Crestwood Elementary School
Hillsborough County School District
Contact: Gilda Garcia, Project Director
813/884-2923

Description: Hillsborough County School District's S.T.A.R. Enterprise bridges the gap between educational and occupational success by teaching fifth graders the responsibilities and rewards of running a small business. This innovative program is modeled after the goals of the Florida Department of Education's Blueprint for Career Preparation and advances the goals of drop-out intervention and career development and awareness.

All fifth graders at Crestwood participate in seven businesses within the S.T.A.R. Enterprise, three of which are completely student-run. These ventures range from a computer art company to a bank, from television and radio programming to arbitrage at a brokerage house.

Students fill out job applications, attend interviews and complete on-the-job training. They are employed in all positions in each of the seven firms on a rotating basis. Students work four days a week for 30 minutes each day; on Fridays they attend a lecture. The students become consumers once each week, and can spend their $4-per-hour salary (just like in the real world, taxes are subtracted) at the other Enterprise businesses if they so desire. At this early age, the fifth graders of Crestwood Elementary gain an adult awareness of the workings of the free enterprise system.

This program is a true partnership, supported not only by the school but also by community businesses and parents. Local businesses provided almost $12,000 in financial support and hundreds of volunteer-hours to help the Enterprise get off the ground. Parents donated their time as well as their financial and emotional support. This program benefits all involved parties, most of all the students.

Many of Crestwood's students are considered "at risk" students. The S.T.A.R. Enterprise can change this. The Enterprise Program, inaugurated in 1990, is expected to lower drop-out rates among these students and start them on the road to successful careers, regardless of whether they actually become entrepreneurs.

Eating Pizza May Never Be the Same Again

Junior Achievement of Central Florida

407/898-2121

Description: Aaron Fechter: inventor, engineer, animator, musician, artist, electrician...millionaire while in his mid 20s and one of Junior Achievement of Central Florida's best success stories.

Thanks to Fechter's creative genius, going out for pizza may never be the same again. His engineering wizardry and creative talents are responsible for the animated antics at ShowBiz Pizza Place, Inc. across the nation.

His Orlando-based firm, Creative Engineering, grew from a one-person shop to a company grossing $24 million-a-year sales.

This tremendous success grew out of his early interest in electronics and mechanical devices. He built his first crystal radio set when he was five years old. By the age of 11, he started a small TV repair business but dropped that idea when he realized that he was not strong enough to lift most TV sets.

He attended Orlando's Edgewater High School and participated in Junior Achievement of Central Florida's after school Company Program. Here he learned to form a company, make and market a product and sell it to the public. Fechter said, "Junior Achievement played an important role in gaining the confidence that I could run a company as soon as I wanted to, without going through the stage of first working for someone else. The support of my parents in my projects made the difference between being able to succeed and the possibility of failure."

He graduated from Edgewater at age 16 and went to the University of South Florida. At the age of 19 he became what he called a "free lance inventor."

From then on is history. He met mentor and partner, ShowBiz founder Robert Brock, who awarded him 20 percent of ShowBiz in return for his animated animals and engineering techniques. Brock gave Fechter the opportunity he needed. The young inventor's life was never the same.

Currently, Creative Engineering is a scaled down work force, no longer manufacturing shows for ShowBiz. They continue to sell to restaurants and amusement parks both in the U.S. and abroad. Fechter is presently pioneering ideas for family entertainment and will soon be opening the first Billy Bob's Wonderland — 21st century entertainment concept. Additionally he is developing a computerized electronic mail system for use in every home.

Junior Achievement is proud to salute Aaron Fechter — an entrepreneur in the truest sense. ■■■■

Why You Should Become Involved and Your Role in the Program

BUSINESS PEOPLE

Why Should I Become Involved?

Wouldn't you rather be able to hire someone who had owned his or her own business, who had a first-hand understanding of your needs as a manager?

As a business person you recognize the value of small businesses to your community. Small businesses provide jobs and inject money into the economy, and they can be a key to revitalizing a downtown area. The things that small business can do for a local economy are easy to identify, but figuring out how to encourage and start a small business is a more elusive task. If young people are educated about the advantage of entrepreneurship and small business, they will be more likely to consider entrepreneurship as a career option. At the same time they are learning about entrepreneurship, they are staying in school to learn other vital skills that will take on new meaning as they are used in running a small business.

Most likely you have noticed increasing numbers of employees who need basic skills training from the moment they walk in your door. These days, too many new employees lack an understanding of how their daily work performances affect the livelihood of their employer, and with it, their own overall job security. Wouldn't you rather hire a young person who had the experience of owning his or her own business? Your participation in an entrepreneurial education program can improve your local economy, it can improve the skills and motivation of your potential employees, and it can mean the difference in success or failure of a worthwhile project.

Your Role:

As a business person, you can play an important role in economic development through youth by acting as a mentor to a group of young would-be entrepreneurs or to an individual student who may need your years of experience to get started. No matter what your area of professional expertise — accounting, law, management, banking, real estate, insurance, education, marketing, engineering, or public relations — your time will be an invaluable resource to young people. Think of how complex it is to renovate a house or start a manufacturing company, and then picture trying to do it without an experienced hand to guide you. You will make the difference. You can volunteer your time to help youth write a business plan. You can become a volunteer by going to a school to be a guest lecturer or opening up your company for job shadowing opportunities. Serve on an advisory board. Make your employees available for questions. The options are almost limitless, as long as you are willing to make a commitment to help the young innovators of your community. The greatest gift you can offer is to volunteer your TIME.

EDUCATORS

Why Should I Become Involved?

As an educator, you see students frustrated by not knowing what they want to do for a career and frustrated by not understanding how the skills they are learning in school will ever be of any practical use to them. And you may very well share some of that frustration as you watch some of your students go off to become underemployed, underpaid college graduates when their true skills could have led them to be successful building contractors, small manufacturers, retail store owners, day care operators, or any of a host of other small business innovators.

A youth entrepreneur program can be an active, hands-on enhancement to your already existing curriculum. It can be an exciting way to drive home the importance of learning mathematics, English, economics, history, psychology — just about anything. For you, the educator, it can be that most rewarding of all experiences: one that gives your students practical academic instruction while beginning to tap into their true potential. You can help them glimpse - perhaps for the first time in their young lives - the real-world successes they may one day become.

P.S. Entrepreneurial education is part of the BLUEPRINT.

Your Role:

You must become the first entrepreneur in the venture. You must have the vision to start this project. You will be responsible for lighting the fire and then keeping it burning under control. In consultation with your students, you will need to select what kind of project is right for them. Then you must get the materials to make it happen, sometimes including the assistance of others who can share their expertise in economic education. Depending on the level of commitment in your school district to entrepreneurial education, you may want to start slowly and work to adopt an entrepreneurial course into your system. Or you may choose to jump feet first into extracurricular projects such as the In-School Student Chamber of Commerce program or the all-community volunteer approach. Ask your students what they want to do, and then do what you can to help them do it. Included in this manual are listings of helpful people, books, agencies and ideas. Your biggest challenge will be finding the right mix of community, parent and school support, but the rewards can be spectacular.

If you would like to start a strong school-based economic/entrepreneurial education program, then the first part of this manual provides a step-by-step guide for starting one. In the In-School Student Chamber of Commerce program your role is to coordinate youth groups who will establish relationships with your local Chamber of Commerce. Your role would be to garner support from your principal and you would need to be able to recruit young people to the idea of operating their own business and learning about the business world through an association with their local Chamber.

If you would like to start a more community volunteer-based program, then the second part of this manual will help you to do so. Your role would be to help students research the details of starting a small business and then help them find community mentors to assist in each step of planning that business. Again, your local Chamber members can be a valuable resource for this project. Once the students and the volunteers connect, the project will take off. You will need to work within the boundaries of your school system to design a project that is "legal" and accepted. The student businesses and their profits can belong to the students, or the projects can be structured so that the businesses and profits remain with the school in order to support the program. Either way, students see their efforts paying off in real dollars while they obtain real-life economic education.

CHAMBERS OF COMMERCE

Why Should We Become Involved?

Chambers of Commerce, more than any group but the entrepreneurs themselves, have the most to gain from an Economic Development Through Youth program. The effort can be undertaken in the normal scope of Chamber activities, and the results can only be good. Your high schools will graduate corps of young people who have a greater appreciation of business activities and the business way of life. Some of them will have actually run a business, while others will have gained the skills and knowledge to be ready, in a short period of time, to start a small business of their own. All who participate will be wiser employees, possessing practical job skills and a hard-to-teach understanding of the realities of the business world. Your participation at this early stage will have great payoffs down the road when you encounter these students again as new entrepreneurs or new employees, well-prepared to make a meaningful contribution to your community's economic future.

Your Role:

Your role is to work closely with the students and teachers to help them understand the free enterprise system and your local business economy. Serving in your capacity as a referral service, you can help the students locate business people who can serve as mentors. As a promoter of economic development, you can serve as you would with any other small business person and help those students starting a youth venture to understand government rules and regulations that will affect how they start a business. You can help them with labor laws, taxes and business registering, as well as other essential activities. And as a community resource, you can assist them with Chamber research, economic analyses and other materials. Just teaching young people what a Chamber of Commerce does - and can do - for a community is economic education in itself. By being a volunteer, you can help your community help itself through its young people.

STUDENTS

Why Should We Become Involved?

You will have fun, make big bucks and gain valuable career skills that can translate into even bigger bucks down the road. You can sit in class and learn economics the old fashioned way, or you can do things like run a t-shirt shop, operate a retail store, start a computer dating service - just about anything you can think of. You get to meet important professionals from your community. This is your FREE chance to impress them now so that they will remember you kindly should you interview or do business with them in the future. Obviously, you will get a jump on everyone who doesn't start their own business while in school, and your activities as a young businessperson might even catch the attention of the local newspaper and get you some interesting publicity. Some young people who have started their own youth entrepreneurial ventures have paid their way through college. Others kept the business and took it to higher levels when they got out of school. Still others chose to spend their money and have a good time while they were still in school, knowing that they had learned the skills that would enable them to make serious money later.

Your Role:

You are the entrepreneur. ***You*** must come up with the idea. ***You*** must do the work. ***You*** must do the research and get the education. In short, ***you*** must be responsible.

But ***you*** will be the one reaping the extraordinary rewards of this incredible opportunity. You will have the golden opportunity to get a first-hand look at the real world of business. You will learn things most of your fellow students can't even begin to imagine. You will get to meet, work with and learn from some of your community's most knowledgeable and successful business executives. And ***you*** will be the one realizing the financial rewards.

The opportunity before you is fantastic. All you have to do — your role in all this — is to bring your imagination, your creativity, your dedication and your enthusiasm to this most exceptional and rewarding experience.

EVERYONE BENEFITS *

All "partners" benefit from well-designed, effective collaboration between businesses and schools

Students

- BECOME BETTER INFORMED CONSUMERS AND BETTER PREPARED EMPLOYEES.
- UNDERSTAND HOW BASIC SKILLS ARE USED IN BUSI NESS.
- LEARN ABOUT CAREER CHOICES.
- RECEIVE ENRICHMENT BEYOND SCHOOL CURRICULUM CAPABILITIES.
- LEARN ABOUT THE FREE ENTERPRISE SYSTEM.
- GAIN VALUABLE ADULT ROLE MODELS.
- INTERACT WITH AND BETTER UNDERSTAND PEOPLE FROM THE WORLD OF WORK.

Teachers & Schools

- BECOME AWARE OF BUSINESS VIEWS.
- ARE CHALLENGED BY NEW IDEAS TO EXPAND THEIR TEACHING.
- RECEIVE SUPPORT AND RECOGNITION FOR THEIR EFFORTS.
- BECOME ALERT TO THE GAPS BETWEEN EXPECTATIONS OF BUSINESS AND THE SKILLS OF THEIR STUDENTS.
- GAIN EXPERTISE THAT HELPS THEM PROVIDE UP-TO-DATE INSTRUCTION.
- IMPROVE OPERATIONS THROUGH MANAGEMENT AND TECHNICAL ASSISTANCE.

Business and industry

- CONTRIBUTE TO THE DEVELOPMENT OF HUMAN RESOURCES.
- DISCHARGE THEIR COMMUNITY RESPONS-IBILITY MORE EFFECTIVELY.
- GET THE BEST POSSIBLE RETURN ON THEIR EDUCATION TAX DOLLARS.
- REDUCE ON-THE-JOB TRAINING TIME.
- INCREASE EQUAL EM-PLOYMENT OPPORTUNITIES.
- BUILD EMPLOYEE MORALE THROUGH INVOLVEMENT.
- ENHANCE THEIR COMMUNITY IMAGE.
- ENLARGE THE POOL OF WELL-PREPARED POTENTIAL EMPLOYEES.
- ENCOURAGE MORE INFORMED PUBLIC POLICY DECISIONS AFFECTING BUSINESS.
- COMMUNICATE THE EXPECTATIONS OF THE BUSINESS AND EMPLOYMENT WORLD.
- GAIN DIRECT ACCESS TO AND UNDERSTANDING OF THE SCHOOL SYSTEM.

Communities

- IMPROVE QUALITY OF LIFE.
- ENHANCE COMMUNITY STABILITY.
- CONTRIBUTE TO HIGHER EMPLOYMENT.
- PROMOTE HEALTHIER ECONOMIC CLIMATE.

* *Reprinted from the Blueprint for Career Preparation, Florida Department of Education. Betty Castor, Commissioner of Education.*

THE IN-SCHOOL STUDENT CHAMBER OF COMMERCE PROGRAM

. . . Any class or club can use the Student Chamber Program so long as they engage in some business activity . . .

This program has been adapted from the Dade County Public Schools Office of Vocational, Adult, Career, and Community Education program and from the Broward County Public Schools Economic Education Social Studies Department, Division of Instruction Program. The following people are available for more information:

Dade County — Joyce Flanagan 305/995-1761

Broward County — Judith Paul 305/765-6366

The In-School Student Chamber of Commerce program is an activity where students form a school sponsored club that works closely with a sponsoring Chamber of Commerce. The Chamber of Commerce serves as a role model for the students by helping them develop a student Chamber of Commerce; by teaching them about careers, business operations and procedures; by showing students how business people volunteer to serve their community; and by helping young people start entrepreneurial youth-owned businesses.

The program focuses on teaching skills students will need in order to survive in the free enterprise system. The students are encouraged to take responsibility for their futures and accept that anyone has the chance to become an entrepreneur. The program also teaches students about the value of good employees, as well as the managerial aspects of running a business. Students learn to maintain records, financial reports and perform other business activities, just as their counterparts in the regular Chamber of Commerce do.

An Introduction to the Student Chamber of Commerce Program

The In-School Student Chamber of Commerce Program provides an exciting and challenging method of meeting many of Florida's free enterprise, consumer and economic education objectives, as well as the Florida Department of Education's "Blueprint for Career Preparation." The Student Chamber Program provides a means of linking business and education while teaching students about careers, economic education, and civic responsibility.

The purpose of this packet is to detail a step-by-step approach for setting up a Student Chamber of Commerce in your school. Any class or club can use the Student Chamber Program so long as they engage in some business activity, whether it be the sale of a product or the rendering of a service.

The In-School Student Chamber of Commerce Program is designed to allow a group of students to work cooperatively with their local Chamber of Commerce while coordinating common activities with other participating schools in their county. In this way the Student Chambers, like their role models, the Chambers of Commerce, are actively working to foster a community environment that creates jobs, enhances economic opportunities and generally improves the quality of life.

Clearly, when such a partnership is formed between the business community and the participating class, everyone benefits — the students, their parents, the teachers, the school, business and industry, and the community at large.

Organizing a Student Chamber of Commerce

Because of the variety of school situations each Student Chamber, like each local Chamber of Commerce, will design its own program and be unique. However, they will share some things in common:

1. Each participating class or club must engage in a business activity, which can take the form of a student company incorporated to produce and sell an actual product or of a class providing a service such as tutoring students in the school or at a nearby school.
2. Each participating class or club will send at least one student to each of the Student Chamber meetings.
3. Each Student Chamber will develop a blueprint for action. This is a Student Chamber's plan to identify priority goals and projects.
4. Each Student Chamber will adapt an area Student Chamber Service Project to the needs of its individual community and, thereby, provide a community service that will improve the quality of life in the community.
5. Each participating class will form an individual partnership with its own local Chamber of Commerce, which will serve as its role model as follows:a

a. by guiding students in developing a Student Chamber of Commerce

b. by promoting an understanding of the free-enterprise system

c. by teaching students about careers and customs in the business community

d. by showing students how business people volunteer to serve their community

e. by building a working relationship between the school and the community

f. by assisting entrepreneurs in starting youth-owned and operated ventures

6. Each Student Chamber will maintain records and financial reports and learn parliamentary procedures. Students will be able to build writing skills and obtain practice in the area of budgeting and mathematics.

Steps to Organize Your In-School Student Chamber

Building a quality work force is critical in order to provide a stable economic future. The opportunity given to students to develop a Student Chamber is made possible by the role model Chamber of Commerce. The role model Chamber of Commerce consists of a group of individuals who volunteer their services and expertise to develop and maintain a sound and caring economic community. From chamber-mentor relationships, students learn how to develop professional leadership skills.

The impetus behind this program is the direct relationship that students have with chamber business mentors while attending chamber functions. These activities have been proven to result in a change of attitude, improvements in grades and attendance, and a new importance placed on the educational opportunity provided by teachers in the classroom.

STEP 1 : ORIENTATION SESSION WITH YOUR LOCAL CHAMBER

Invite: The Principal, the designated school advisor, students, parents and the role model Chamber representative.

Call your local Chamber of Commerce. Ask officials there to arrange for a Chamber representative to visit your school's orientation session to discuss the following:

1. What is a Chamber of Commerce?
2. How does your school become a member?
3. What is the historical background of Chambers of Commerce?
4. Who runs a Chamber of Commerce?
5. Who are the members of a Chamber of Commerce?
6. What does the Chamber of Commerce mean to the chamber representative?
7. What are some of the action areas where a Chamber can design projects?

The initial core group of students can be one classroom of students, the heads of schools who will work together for "intra-school commerce" or a group of volunteer students with an interest in the business world. Membership will mean something different to each, depending on the level of the school. Whether the school is an elementary school or a secondary school, the Chamber can be a valuable means of linking business with education and teaching students about careers, economics and entrepreneurship.

Local Resource Person: Member of the Executive Board, Board of Directors or a member of the Chamber of Commerce.

STEP 2 : STARTING A STUDENT CHAMBER

As a prerequisite to becoming a member of a Student Chamber of Commerce, each student must agree to engage in a business exploration or entrepreneurial business activity.

1. All Student Chamber members can engage in activities to assist "at-risk" students in exploring new career options.
2. All Student Chamber members can become involved in career shadowing, job interviews, and exploring new careers.
3. All Student Chamber members can participate in some school club/activity that in some way contributes to the school.
4. All Student Chamber members can engage in some business activity.

A Chamber has an Executive Committee and a Board of Directors which sets and enforces policies of the Chamber. Chairpersons of appointed committees report to an assigned director on the Board who oversees the committee's project. After the orientation session, a group of volunteer students should form a steering committee. This group will act as an informal Board of Directors during the formative stages of organization. The group should accomplish the following tasks:

- Write a proposal to the local Chamber of Commerce. Outline the ways in which the local Chamber can be a role model and assist in the formation and continuation of the Student Chamber and/or an entrepreneurial venture.
- Set up a timetable for specific goals to be accomplished, including formal establishment of the Student Chamber.
- Hold an election of officers, which may include some or all of the officers listed below. These officers form the Executive Committee.

President or Chairman	First Vice President
Executive Vice President	Second Vice President
President-elect	Treasurer (optional)
Secretary	

Local Resource Person: Parliamentarian of a local Chamber of Commerce and a standing Committee Chairperson.

STEP 3: ACTIVITIES FOR THE ROLE MODEL CHAMBER

The local Chamber of Commerce and its members will serve as the role model for those students who are creating a Student Chamber of Commerce. Listed below are some specific activities that can encourage mutual participation between Student Chamber members and the participants at the local Chamber. Some of these suggestions will be more appropriate for a secondary school. Other ideas may work better in an elementary school. As a school Student Chamber of Commerce and a local Chamber work together, each will think of creative ideas not listed here.

1. The local Chamber of Commerce Board of Directors can decide to adopt a school.
2. Using the Chamber of Commerce's business directory, students can write members of the role model Chamber of Commerce requesting that each business sponsor a student or a class.
3. Sponsoring Chamber businesses and members can visit a classroom and talk with students about the world of work, their jobs and how to become a success in the business community.
4. Student Chambers should generate a list of community volunteers who are willing to aid the student-owned or entrepreneurial venture in the areas of banking, finance, law, marketing, advertising, insurance, purchasing, etc.
5. Sponsoring Chamber businesses can invite students to shadow business leaders to learn about the company and/or a variety of career options.
6. Sponsoring Chamber businesses can volunteer internship training to students during after-school hours once or twice a week.
7. Student Chamber of Commerce members should have business cards showing the name of the school and their Chamber of Commerce, as well as the name of the student. By practicing how to present themselves properly in the business world, students can develop a networking business skill and acquire a positive self concept.
8. The Chamber of Commerce can provide jackets or other items with the Chamber's emblem for students in the Student Chamber to wear as special ambassadors representing their Student Chamber.
9. Student Chamber members can shadow sponsoring Chamber members when they perform volunteer work for the Chamber.
10. Student Chamber members can invite fellow students to Chamber of Commerce meetings, which include community breakfasts, luncheons and banquets.
11. A Student Chamber of Commerce directory can be compiled by the students. The directory can include: photos illustrating the Student Chamber of Commerce's activities, as well as members of the school and role-model Chambers; names, school addresses and telephone numbers of student members; names of committee members; officers and Board of Directors members; and a map of the area showing the location of the business/industry of Chamber members.
12. Student Chambers can develop a speakers bureau of Student Chamber of Commerce members and members of the role model Chamber.
13. Student Chamber of Commerce members can list their potential career interests and be matched with role models from the local Chamber.
14. Start a "hot line" where Chamber members can serve as a resource when students need questions answered about careers and future plans.
15. Chamber members can assist students in learning group process techniques that make committees more effective. By helping Student Chamber members learn about group participation, local Chamber members can develop leadership skills.
16. The role model Chamber can assist the Student Chamber in holding a breakfast at the end of the year to recognize selected members in both Chambers and celebrate achievements.
17. Chambers can decide to include at least one student per school as a permanent member of their education committee and invite other students on a rotating basis to other committee meetings.
18. Chambers of Commerce should invite students to attend the variety of seminars offered in leadership, small business skills, entrepreneurship, etc.

Resource Person: Any member of a local Chamber of Commerce and work program chairperson to assist in setting up a goals/objectives seminar.

STEP 4: STRUCTURING THE WORK GROUPS (COMMITTEES)

Develop a Blueprint for Action. The goals and projects for the year should be developed into work groups assigned to carry out a particular project. Each work group (or committee) must have a specific goal with activities to work toward. Different options exist for organizing the work groups. The following may provide a useful guide to forming a committee framework.

1. Membership committee, to encourage participation by volunteers.
2. Education committee, to develop an annual project — literacy, dropout prevention, drug abuse prevention, alcohol awareness, environmental awareness, etc.
3. Public Relations committee, to market the Student Chamber and enhance school visibility.
4. Government committee, to create involvement at the local, state, international and/or school level.

5. Community Activities committee, which would arrange for students to visit role models in business and industry and attend meetings and activities of the role model Chamber.
6. Crime Prevention and Control committee, which may work on a larger problem in the community or a school related problem.
7. Banquet committee, to plan for the end-of-the-year recognition event.
8. Fund Raising/Projects committee, which would organize entrepreneurial ideas to make money for the Student Chamber.
9. Economic Development committee, to study economic development and give presentations on the subject to the Student Chamber.
10. Community Service committee, which could initiate such worthy activities as an environmental awareness program, an assistance program the hungry or homeless, a visitation/volunteer service for the elderly, etc.
11. Entrepreneur committee, which would put all the educational concepts into motion by taking all of the free enterprise skills the students have been learning and form a youth-owned and operated business. Teachers and students may refer to the second part of this manual for helpful information on starting youth-owned businesses. The relationship that your Student Chamber has established with your role model Chamber will be very important at this stage. You will need information on labor, laws, taxes, registering your business, and operating your business legally within city, county and state laws. Examples of youth-owned business ideas are listed on page 28.

Any number of other work groups may be started under these five headings: community development, human resources development, public affairs, legislative activities and economic development. Options and alternatives can be explored by each chamber.

The work groups should have at least one goal activity that can be completed. The group, through the chairperson, should share what is accomplished with the other Student Chamber members so that all understand the full effectiveness of the Chamber's work.

Resource Person: Program or work chairperson at a local Chamber of Commerce and other standing committee chairperson.

STEP 5: REPORTS AND RECORDS

Though paperwork can be the tedious part of any business venture, it is nonetheless an important component of the real business world. Therefore, basic skill activities, including vocabulary building with career relevance, can be taught in a meaningful situation when students in a Student Chamber of Commerce learn how to prepare the following paperwork related to the operation of a Chamber.

- **Notification of meetings:** Members can prepare a written notice and follow it up with telephone calls.
- **Agendas:** These are prepared by each work group chairperson.
- **Minutes:** A record of all meetings held should be maintained and distributed as appropriate.
- **Annual Report:** The yearly accomplishments of the Student Chamber of Commerce can be printed and distributed to each member, other students and the members of the role model Chamber.
- **Directory:** A directory of student members and members from the role model Chamber can be published. One option is to obtain paid advertisements to help pay the cost of printing the directory.
- **Position paper:** The Board of Directors can involve committees (work groups) in preparing statements on issues of importance to the Student Chamber and the activities undertaken by the organization.
- **Financial Reports:** If applicable, funds collected by the Student Chamber of Commerce can be accounted for in a detailed budget and monthly financial report.
- **Budget:** The Student Chamber may have a budget, which would go through the same adoption process as used by the role model Chamber of Commerce.

Resource Persons: Executive Director, Secretary to the local Chamber, Chairperson of a committee in a local Chamber of Commerce.

Adopt the In-School Student Chamber of Commerce Program.

Take this opportunity to act now. Economic education and entrepreneurial education programs are invaluable activities for improving your local economy, your student's chances for becoming employed, and your student's self-appreciation and outlook on the future.

The In-School Student Chamber of Commerce is an easy program to begin. At first all you need is your drive, your students' interest and the support of your local Chamber. Eventually you build your Chamber of Commerce support to include chamber members — the business men and women who volunteer to serve their community in hopes of making it a better place for all people. You should include parents, students, other teachers and administrators in this partnership with business and industry. Everyone involved has something to gain. Overall your community is strengthened and everyone has had fun and become enriched as a result of participation.

Often schools cannot afford to start entrepreneurial activities for their students, and the beauty of the In-School Student Chamber of Commerce Program is that it truly takes very little money to get started. The time that volunteers contribute to a youth entrepreneurial activity is worth far more than what money can buy. And, although contributions are not directly solicited, you may find that some of the companies you choose as mentors may want to help in small ways, such as printing business cards for the students or allowing them to use corporate facilities for banquets or assemblies. Once you have fostered a participative, mentoring atmosphere for all of the volunteers, you will begin to see your program grow.

As your program grows, so will your students. You will be amazed at their creativity and ingenuity. At this point you may not be able to even dream about the possibility of students owning and operating a for-profit company. In the future you will look at your students' success and motivation, and think how easy it was to turn dreams into reality.

We always hear that young people hold the keys to the future. Let us be the ones who also give them the keys to the Board Room!

This program has been presented in a condensed format. For more information or for help in starting an In-School Student Chamber of Commerce program please call Joyce Flanagan (305/995-1761) or Judith Paul (305/765-6366).

THE YOUTH VENTURE CONTRACT PROJECT

The first section of this manual provided an overview of how schools can get started in economic education and youth entrepreneurial activities. This section offers tips and guidance for starting a youth-owned business. This section can be used in conjunction with the In-School Student Chamber of Commerce program, it can be used by an individual student who wants to start his or her own business, or it can be used as a guideline for a teacher or school that wants to help a youth group start youth-owned businesses.

This section is based on the premise that in order to gain a concentrated understanding of entrepreneurship, young people should experience the rewards and the difficulties of actually starting a business. They can do it alone, or they can do it with the help of their school or mentor. When done in conjunction with school, the activity enables the student to see how the skills taught in school apply directly to small business success. How the youth owned venture is established is up to those involved: It can be set up so that the company remains with the school once the involved students graduate, or the program can be structured so that each individual starts his or her own business to take with them upon graduation. Each business activity is a unique situation and each school is structured and managed differently. Consequently, each youth venture will need to be structured to meet the particular needs of the individuals and schools involved in the project.

You can use the volunteer contract at the end of this manual as a guide to enlist community volunteers who can help young people start their youth-owned business. Community support is the key to making youth entrepreneur activities successful. The Volunteer Contract isn't required in order to start a youth-owned venture, but it can be extremely helpful in enabling students to locate the assistance they will need. Once the students have decided to start a business, they should do enough research so they will know where their own business strengths and weaknesses are. Once the youngsters have identified their weak areas, they can go out and recruit business leaders who can help them fill in the gaps. For example, if the students have trouble setting up business records, they might turn to a bookkeeping volunteer for help. Similarly, if the students plan on incorporating, they will most likely need the help of an attorney. The Volunteer Contract gets knowledgeable people committed during the planning stages of the venture, where most small business "errors" are made.

Any person or group who is considering starting a youth-owned business should recognize that the information given here is an overview; some thorough research of your own is needed before you can start a successful youth-owned business. This manual points out many of the considerations of starting a youth-owned business, but it cannot give detailed information on all aspects of starting and running a business. Instead, you should take the information provided here and then work closely with your local Chamber of Commerce or a small business mentor who can advise students on such things as tax laws, bookkeeping, labor laws, permits, licenses and any pertinent city, county, state and federal laws and regulations that may affect the business venture.

The list of references at the end of this manual cites numerous resources that can provide more specialized information related to starting various kinds of small businesses.

Some of the information that follows is adapted with permission from the publication, *From Dreams to Reality, a Young Entrepreneur's Guide to Business Ownership*, written by Dr. Madrea J. Proctor, Coordinator, Project of the Florida Council on Economic Education.

How to Start a Youth-Owned Business

There are many things to know about starting a youth-owned business. If students take their time and have the determination to make the project work — even if it sometimes may seem like an impossibility — they CAN create a successful youth-owned venture. What it takes is proper planning, and this section is dedicated to helping a teacher, mentor or student understand what is required.

Students must do a great deal of research. They must do demographic research to determine what businesses might prosper, given the local population. They must consider "what's hot and what's not." Next comes more research. Who are the potential customers for the product or service? How much should they be charged? Where is the best location? Once these questions are addressed, the students have to decide what kind of business to open. Do individual students want to go it alone, be in a partnership, or start a corporation? What are the laws and restrictions that affect the business? How will the business be taxed? All of these questions, and more, need answers. Finally, the students will need to know how much money they will need to start the business. For this they will need to write a business plan.

Even after the product or service to be provided has been determined, starting a business takes a number of basic steps. Each of them is outlined here and then discussed in more detail.

STEP 1 Research

- ☐ The Competition
- ☐ The Customers
- ☐ The Product or Service
- ☐ The Business Environment

STEP 2 Decide What Kind of Business

- ☐ Manufacturing
- ☐ Service
- ☐ Retail

STEP 3 Select Your Business Structure

- ☐ Sole Proprietorship
- ☐ Partnership
- ☐ Corporation
- ☐ S Corporation

STEP 4 Writing a Business Plan

- ☐ Business Plan Summary
  - Business Description
  - Marketing Strategy
  - Personal Resume
- ☐ Financial Summary

STEP 5 Starting Your Business

- ☐ Registering with the Government
- ☐ Managing Your Business Records
- ☐ Managing Your Money
- ☐ Paying Taxes

STEP 6 Marketing Your Business

- ☐ Designing a Logo
- ☐ Printing a Business Card
- ☐ Advertising

Please consult the additional information following in the Appendices. A checklist and other important information on starting a small business in Florida is reproduced from the Florida Department of Commerce, Division of Economic Development publication, *Florida New Business Guide and Checklist, 1990.*

STEP 1 RESEARCH

The Competition

Who else is selling the service or good? Where are they located? How much do they charge? Can you beat their price and still make a profit? Who are their clients? Of the competitors, who is doing the best job or making the most money — and why?

The Customers

Who will buy the product? Can they afford to buy the product now in today's economy? How much money do they make? Are the customers young or old, male of female? What newspapers do they read? How will they find out about your business?

When the students answer these questions and others they think of as they do their research, they can assess whether their business idea is a sound one. They will determine if customers will buy their product and they will become familiar with the laws and regulations that affect running their business. They will have to consider what is involved in making their product or providing their service, including their costs. By talking to potential customers, they may even find ways to improve on their original idea. Later students will put this information to use when they write their business plan.

The Product or Service

In order for a business to be competitive, owners need to find out if there is a market for their product or service. Who would buy this product or service? How much does it cost to produce the product or service? What is a fair price for it?* What are its selling features? What makes it different from — or better than — someone else's product or service? What factors in the population will influence the success of the business (for example, a roller skate rental shop might not do well in a retirement neighborhood)?

* *See Appendix A*

The Business Environment

Is the market ready and able to support the product or service? What are the laws and regulations that affect the business? Will zoning laws, child labor laws or any ordinances or regulations restrict the ability of the business to operate effectively?* What taxes must apply to the business? How do students register a fictitious name for their businesses?

* *See Appendix B*

STEP 2: DECIDE WHAT KIND OF BUSINESS TO OPERATE

Products or service? In today's business world there are many opportunities. Students must first take a look at the local population to see if they can recognize any trends or factors that might point them in the direction of selecting an enterprise that is more likely to succeed. For example, most people have less time these days because usually both parents or the single parent of the family are working full-time. Also, a large portion of the population is growing older. Particularly in Florida, the number of senior citizens and the elderly is increasing.

Recognized trends such as these represent opportunities for business. Busy working people need all kinds of services to make their lives easier. The elderly also need services and products to assist them or make their lives more enjoyable. This raises an interesting question that young entrepreneurs will need to answer very early on in their research. What kinds of businesses are there and what kinds of businesses should they start?

There are three basic types of businesses: the manufacturing business, the service business and the retail business.

Manufacturing Businesses

Manufacturing businesses are the businesses that actually make all of the products available for sale. Manufacturers purchase raw materials, such as wood, steel, coal, plastic, cloth, etc., and use their factories or production facilities to make raw goods into finished goods. For example, students might purchase colored paper, glue, scissors, glitter, buttons, sequins, and colored markers as raw materials to manufacture greeting cards that they would sell to a local card shop for resale.

Service Businesses

Service businesses are businesses that turn convenience and time into money. Service businesses seek out things that they can do for people that make people's lives easier. Service businesses are great business ideas for young people because they usually require very little money to start. Some times all students need are their bodies and an idea. For example, a young person can start a pet walking service for all the families in a neighborhood. However, many services do require some investment of money. A pet grooming service requires a wash tub, shampoo, clippers, combs, etc.

Retail Businesses

Retail Businesses are the businesses that deal with both products and services. Retail stores take the products from manufacturers and provide the service of putting them all together under one roof in a convenient location for shoppers. Retail operations usually require a larger investment of money because vendors normally want to rent stores in convenient and visible places. Examples of youth entreprencurial retail businesses are book stores and consignment shops.

Be sure to have students take a look at the opportunities available to them as they select the kind of business they want to start. Service businesses may provide the greatest opportunities for students, but combination businesses work well too. One school manufactured holiday crafts and then created a school-based retail store that sold the products. Help your students pick the best business option for their situation.

STEP 3: SELECT YOUR BUSINESS STRUCTURE

Students must decide if they will start their business alone, whether they will run their business with a partner, or whether they will form a corporation. The information below explains the different kinds of business structures and some of the advantages of each.

SELECTING THE TYPE OF BUSINESS STRUCTURE

One of the most important decisions the students will make is whether to set up the business as a (1) Sole Proprietorship, (2) Partnership, (3) Corporation, or (4) S Corporation. This decision should be based on a number of factors, including legal restrictions; the kind of business operation; the need for capital; the tax advantages or disadvantages; the liabilities assumed; the intended division of earnings; the number of people associated in the venture, and the anticipated endurance of the business.

Sole Proprietorship

This is the least costly way of starting a business. A student can form a sole proprietorship by finding a location and opening the door for business. There are the usual fees for registering the business name and for legal work in changing zoning restrictions and obtaining necessary licenses. Any attorney's fees for starting the business will be less than for the other forms because less preparation of documents is required.

Control - The individual student entrepreneur has absolute authority over all business decisions.

Advantages	Disadvantages
▪ Easiest to get started	▪ Unlimited liability of owner
▪ Greatest freedom of action	▪ Death or illness endangers business
▪ Maximum authority	▪ Growth limited to personal energies
▪ Income tax advantages in very small firms	▪ Personal affairs easily mixed with business
▪ Social security advantages to owner	

Partnership

Youth entrepreneurs can form a partnership simply by an oral agreement between two or more of them, but a legal partnership agreement is recommended. Legal fees for drawing a partnership agreement are higher than those for a sole proprietorship, but may be lower than incorporating. However, the students would be wise to consult an attorney to have a partnership agreement drawn up to help resolve future disputes.

Control - Control of the business is shared among the partners, which may lead to disputes. A partnership agreement could be helpful in solving possible disputes. However, each student is still responsible for his or her partner's business actions, as well as his own.

A partnership agreement should include the following:

1. Type of business.
2. Amount invested by each partner.
3. Division of profit or loss.
4. Compensation for each partner.
5. Duration of the partnership.
6. Provisions for dissolving.
7. Distribution of assets on dissolution.
8. Provisions for withdrawals or admission of additional partners.
9. Dispute settlement clause.
10. Restrictions of authority - expenditures.
11. Settlement in case of death or incapacitation.

Advantages	Disadvantages
▪ Two heads are better than one	▪ Death, withdrawal or bankruptcy of one partner
▪ Additional sources of venture capital	▪ Difficult to get rid of a bad partner
▪ Better credit rating than corporation of similar size	▪ Hazy line of authority
	▪ Growth inhibited

Corporation

Youth entrepreneurs can incorporate without an attorney, but they would be unwise to do so. They may think such a small corporation does not need an attorney, but an attorney can save them hard feelings and "family" squabbles. The corporate form is usually the most costly to organize and attorneys' fees may run high if organizational problems are complex, so youth entrepreneurs should make every effort to enlist the volunteer help of an attorney as they set up their venture.

Advantages	Disadvantages
▪ Limited liability for stockholders	▪ Heavier taxes
▪ Continuity	▪ Power limited by charter
▪ Transfer of shares	▪ Less freedom of activity
▪ Change in ownership need not affect management	▪ Much legal formality
▪ Easier to raise capital	▪ Expensive to launch

S Corporation (formerly known as Chapter S)

Provisions allow shareholders to absorb all corporate income or losses as partners and report as individual taxpayers. In essence, the S Corporation is not affected by corporate income taxes, thereby eliminating the double taxation feature of standard corporations. Aside from being treated as a partnership from a tax standpoint, the S Corporation and standard corporation share most of the same pros and cons, with a few exceptions.

The Corporation must meet certain requirements before the S Corporation alternative becomes feasible. They are:

1. The corporation must be a domestic entity (incorporated within the United States)
2. The corporation can only have one class of stock
3. Only individuals or estates can be shareholders
4. The corporation cannot be part of another organization
5. There is a maximum number of shareholders allowed
6. The corporation cannot have any nonresident alien shareholders
7. 20 percent or more of its revenue must be domestically generated
8. Dividends, interests, royalties, rents, annuities, and securities transactions cannot account for more than 20 percent of total revenues

Control - Control depends on stock ownership. In other words, if one student has 51 percent stock ownership or control, that student is able to make policy decisions. Control is exercised through regular board of directors' meetings and stockholders meetings. Records must be kept to document decisions made by the board of directors. Small, closely-held corporations can operate more informally, but record keeping cannot be eliminated entirely. Officers of a corporation can be liable to stockholders for improper actions.

GUIDELINES FOR ORGANIZING THE BUSINESS*

Be sure to consider the following as the business is organized:

Corporate Filing and Fees (Standard or S)

If students plan to incorporate articles of incorporation must be prepared. Obtain appropriate forms from this agency:

Florida Department of State
Division of Corporations 904/487-6052

Name Availability

The Division of Corporations will also check to see if the name that students wish to use for their corporation is available. If the business is not incorporated and the students will use any name other than their own for business purposes, it must be registered under the Fictitious Name Act.

For Information 904/488-9000

Assistance - for other assistance not listed

Florida Department of Commerce Bureau
of Business Assistance 1-800/342-0771 (in-state only)

STEP 3: WRITING A BUSINESS PLAN*

You wouldn't set out to cook an exotic dish without first having a recipe, and you wouldn't begin a long trip to unfamiliar territory without a road map. Just the same, no one should begin a business without a business plan. In business, however, you first have to write the recipe before you can follow it to business success. Writing a business plan is a useful exercise for youth entrepreneurs, causing them to think out the whole operation of starting a business and commit it to paper. The business plan brings together all the elements of a student's research and also focuses on financing and the business strengths and weaknesses. The business plan ultimately becomes the owner's manual to the business.

NOTE: The requirements for a professional business plan are similar but require heavier investigation into financing. Unless students will be seeking venture capital from banks, venture capitalists, or other lending institutions, a professional business plan should not be needed.

PREPARING THE BUSINESS PLAN

A business plan provides a detailed description of the business you wish to operate; what service/product you plan to provide; to whom you plan to provide it; how you plan to provide it; where you plan to locate; how much money you need to start; a projected profit and loss statement; and how you plan to grow. Many of the answers will come from the market and business research the students should have already conducted.

WHY PUT THE PLAN IN WRITING

Putting the plan in writing forces students to make decisions about their business, and to set goals as a guide to success. They show they are committed when they put their ideas in writing. They may even learn whether their venture should be dropped or replaced with some other venture. A business plan tells:

Who you are - a personal resume is important. Tell all you can about yourself.

Where you are - your concepts of your business, your name, what you are providing, where you will be located, how much money you have on hand to invest.

Where you are going - the goals you have set for your business.

How are you going to get there - meeting the financial need, handling the competition, learning management skills, planning marketing strategies, etc.

* Reproduced from the Florida Department of Commerce, Division of Economic Development Publication, *Florida New Business Guide and Checklist, 1990.*

Business Plan Summary

A detailed business plan outline appears below, but the essence of it can be summarized as follows:

I. Business Plan Summary

A. *Business Description* - a complete description of the business based on business research.

B. *Marketing Strategy* - an assessment of prospective customers, the price they will pay for the product or service, and methods to attract them to the business.

C. *Personal Resume* - a listing of the strengths of the business owner, including clubs and organizations belonged to and any previous job experience.

II. Financial Summary

A. *Detailed cost summary*

B. *Financing Requirements*

C. *Projected profit and loss statement*

WRITING YOUR BUSINESS PLAN

The following detailed outline will proved youth entrepreneurs with a solid framework for establishing their business ventures. By the time they are ready to prepare a business plan, they will have already gathered much of the information referred to here.

I. Business Plan Summary

A. Describe Your Business

1. Name of business.
2. Ownership
   a. Legal aspects - sole proprietorship, partnership, corporation?
   b. Name(s), address(es), phone number(s)
3. What does the business provide? Describe in detail.
   a. What is the purpose of the business?
   b. How did you decide to provide this business?
   c. What will your product/service do for the consumer?
4. How do you plan to provide this business?
   a. Licenses needed?
   b. Sales tax permit?
   c. Other government requirements?
   d. What transportation is needed?
5. Where is your business to be located?
   a. Why are you locating there?
   b. Is this a high traffic location beneficial to your business?
6. How does your business differ from those of competitors?
   a. Better service?
   b. Better quality?
   c. Better price?
7. What are your plans for the future?
   a. Growth?
   b. Relocation?
   c. Employees?

B. Marketing Strategy

1. Who are your customers?
   a. Where do they live?
   b. How much interest do they indicate in your business?
   c. What are the growth forecasts?
      1) Immediate?
      2) Long term (if youth venture will be sustaining)?
2. How do you plan to provide your service/ product?
   a. Direct purchase from you?
   b. Deliver to customer?
   c. If delivering - how (bike, car, walk)?
3. What are you charging for your product/service?
   a. How did you arrive at that price?
   b. How does it compare to your competitor?
   c. Will it give you what you want to earn in profit?
4. What are your company policies?
   a. Guarantees of service (satisfaction)?
   b. Guarantees of quality (refund, do over)?
   c. Is it in writing?
5. What kind of business image do you want to convey?
   a. Best service in town?
   b. Quickest service in town?
   c. Lowest price in town?
   d. Do you dress the part?
      1) Your appearance is a part of your image
      2) Your appearance should be related to the kind of business you provide
6. How do you plan to advertise?
   a. Flyers
   b. Radio/TV
   c. Newspaper

C. Personal Resume - simply add it to your plan

A. One Month Start-up Cost

1. Equipment
   a. On hand (list)

      _____

      _____

   b. Equipment needed - item by item

      _____ $_____

      _____ $_____

   c. Overhead - Rent/Insurance

      1. Rent $_____
      2. Insurance $_____

      Total fixed cost $_____

2. Variables (consumable overhead)
   a. Production Supplies
      1. On hand (list)

         _____

         _____

      2. Supplies needed (per job)

         _____ $_____

         _____ $_____

         Subtotal $_____

      3. Cost Per Month.
         From your customer survey, approximate the number of customers you expect per month. Multiply your variable subtotal by this number:

         $_____ (sub-total)

         x _____ (# of customers)

         Prouction Supply Cost $_____

   b. Office Supplies
      1. Supplies on hand (list)

         _____

         _____

      2. Supplies needed

         _____ $_____

         _____ $_____

         Total office supplies $_____

3. Cost of first month advertising $_____
4. Start-up cost/first month

   Fixed Cost

   Equipment $_____

   Rent/Insurance $_____

   Variable Costs

   Production supplies $_____

   Office Supplies $_____

   Advertising $_____

   TOTAL START-UP COST $_____

B. Financing Requirements

1. Cash on hand $_____
2. Minus start-up cost $_____

   TOTAL(+-) $_____

   If the total above is a minus figure, you will need that amount to start your business.

   Example:

Cash on hand	$25.00
Start-up cost	$30.00
Difference	($ 5.00)

   $5.00 will need to be borrowed or you will need to wait until you have saved the desired amount.

C. Projected Monthly Income - Profit/Loss

1. *Gross Income* =

   Price of service $_____

   Multiplied by projected number of customers x_____

   Total $_____

2. *Net income* (profit/loss)

   Gross income $_____

   Minus variable cost $_____

   Total (+/-) $_____

   NOTE: The difference must be a profit if you are to successfully remain in business.

* Adapted from Dr. Madrea Proctor's publication *From Dreams to Reality.*

STEP 4: STARTING YOUR BUSINESS

Registering with the government

When students go into business, they must be sure to file all the necessary paperwork with the city, county, state, and federal governments. Check with your local Chamber of Commerce or the state Department of Commerce for the laws affecting business in your area. *

Most youth businesses will need to register a fictitious name and get a state sales tax number. In addition, student entrepreneurs should check into zoning laws and any health or safety regulations that may affect their business.

* *See Appendix B and C*

Managing business records

Federal laws require business records to prove what is reported on tax returns. Entrepreneurs should start keeping records right away by recording all expenses and revenues in a business ledger. There are many other resources that can help teach simple bookkeeping. Some computer programs are easy to learn and figure taxes at the end of the year. If students have been thinking about looking for a mentor, a professional such as an accountant, tax advisor or bookkeeper can really help at this stage of organizing the business.

Managing the business's money

The business must establish a way of keeping up with its sales. A receipt book is good for this, as is an invoice book. The youth entrepreneur learns the process of giving the customer the original and keeping a copy of the invoice or receipt for business records.

Students must also set up a way to pay bills. The easiest way is to open a checking account. This eliminates the need to carry large amounts of cash and provides a backup document for tax returns.

Tax work should not be difficult if a ledger is used properly, adequate records of expenses and profits are kept, and all transactions are recorded in a receipt book or an invoice system.

Paying taxes

If you make money you must pay taxes. A list of the various taxes that may effect any business is provided in Appendix D. However, most youth-owned businesses will not be concerned with many of these. Most youth businesses will primarily have to pay the following taxes:

1. Social Security tax
2. state sales tax
3. federal income tax

If the youth-owned business hires any employees other than the owner or owners, a number of additional tax laws apply. Please consult with your local Chamber and the state Department of Commerce (904/488-9357) or the federal Internal Revenue Service (1-800/424-1040) to find out which taxes will apply.

STEP 5: MARKETING THE BUSINESS

The key to a successful business venture is marketing - if no one buys the good or service, the business won't survive long. The study of marketing reveals that marketing can be described with four "P's: product, place, price and promotion. "Product" is deciding what item to make or sell, and what its saleable characteristics are. "Place" is where you plan to locate your business or sell your product. "Price" is what you plan to charge - setting a competitive price that offers a profit. By the time students reach this stage of establishing their business, they will have already determined product, place and price. What remains is "promotion." If they have done the other three elements properly, then promotion will help the youth-owned business grow and prosper. Promotion is simply the process of informing those people who might want to buy your product or service that you have it for sale. Sometimes promotion includes enticing people to buy your product or service by offering them a deal or some value-added reason for buying your product rather than a competitor's. Sales, coupons and "two-for-one" deals are examples of specialized promotion. Promotion can be done in several ways. The first step should be developing an image or a logo.

Design a logo

A logo is a symbol that represents your business. Once a business is known well, the logo will be recognized quickly and will conjure up associated feelings about the business. Some example of logos are McDonald's golden arches, the Shell Oil shell, the Michelin Tire Company's tire man, or the Florida Lottery's flamingo and sunrise. Choose a design that says something about the business. A good logo can have a picture (as with the Lottery) or distinctively written lettering (Coca-Cola's script), or a combination. Pick a type style that goes along with the company's image. Don't choose an old looking type face for a modern business, but for country crafts it would be perfect. Perhaps the youth business logo can have a picture of the product. If possible it should include the production company name, particularly as the youth-owned business tries to establish name identification. Students should review popular logos and see what makes them successful, then try to imitate the good points from the successful ones.

Print Business Cards

If possible, youth entrepreneurs should have business cards. The business cards should have their logo, name, business telephone number and address and, if possible, a very brief description of something unique or memorable about the business ("Blooming Baskets — A basket for any occasion"). Students should use their business cards whenever they are in a group of people or have a chance to introduce themselves. People will be impressed that they have cards and will keep the cards around if they think they might want the product or service.

Advertise

If students want their customer base to grow beyond their family and friends, they will need to advertise. Advertising can be as easy as placing flyers on car windshields or hanging notes on door knobs. (Remember it is illegal to put anything in someone's mail box.) Television is prohibitively expensive for most youth ventures. Radio can be an effective means of advertising, but print advertising can be more affordable. One well-placed classified ad in a newspaper, trade journal or magazine can work wonders for the right kind of business. Other small well-placed newspaper ads can work well also. Be sure to write a catchy headline that is readable, and include the phone number and business hours if possible. If students are just going to be providing their service or product to a very limited area, they might try direct mailing to customer homes. The post office can provide information on how to send letters to all the people in a particular zip code area. There are different rates for postage, so be sure to explain exactly what it is they are trying to do. Direct mail can be very effective if it is sent to the right people and if the letter or ad is professional looking. Be sure that advertising costs are figured into the price of the product. Another effective form of advertising is through "unpaid" media — free publicity. A student-run youth enterprise is rather uncommon, and could make for a nice newspaper or television feature. Small and mid-size newspapers have features editors who can be called, and larger metropolitan dailies have local sections that cover unique activities in individual communities. School beat reporters can also be encouraged to write a story about the youth entrepreneur program. Television stations in many cities have 5:30 newscasts that often highlight interesting local activities that may not be considered "hard news." Good publicity, whether free or paid for, will help sales.

JUST FOR KIDS

Teachers: Reproduce these pages for students.

Okay, you recognize the educational benefits of starting a youth owned business, and you like the idea of the money you can make. So now the question is, what kinds of business opportunities are there for a young entrepreneur?

The following is a list of some ideas for youth-owned business that you might want to start,. Most of them require very little money in order to get started. Some of the ideas may seem unrealistic for a young person to attempt, but all of the businesses below HAVE been started by young people. Don't be discouraged by ideas that seem too big to make happen. If you do your research and find the right combination of community support and self-determination, you can make anything happen.

SHOPPING SERVICE

Many people in today's busy world don't have time to go shopping as often as they need to. You can print up flyers to hang on doorknobs that advertise that you will do the shopping for groceries, gifts or anything else for individuals who do not have time to do it for themselves.

CRAFT SALES/CHRISTMAS SHOP

This is an excellent business for a group of students to start. You and your classmates can manufacture crafts or Christmas decorations and ornaments to sell in the school. If your products are of high enough quality, you could approach local retail stores, such as a specialty card shop, who could agree to sell your crafts. Once enough profits had been made you could try renting a booth at a local flea mrket to sell your wares. One school group make $1,700 last year in such a business venture.

LAWN MOWER/BIKE REPAIR SERVICE

If you're mechanically handy, set up shop in your garage or backyard. Word of mouth advertising is the most effective form of advertising, so you should tell your neighbors and friends that you repair bikes or lawn mowers right in the neighborhood. One satisfied customer is likely to tell ten other people. Throw in free pick-up and delivery as an extra inducement.

COFFEE SERVICE

Buy an industrial-sized coffee pot, some coffee, creamer, sugar, cups and stirrers. Let groups that your friends and family belong to know that you will bring in "catered" coffee for any event. If school interferes with the idea of morning office deliveries or a morning "lemonade"stand idea, try weekends and evenings. A good place to try is somewhere that holds evening lectures or classes. For an additional fee, provide store bought pastries.

MANUFACTURING COMPANY

Think of a product that you can make that no one else has ever made before. You could make quilts, baby blankets, personal art work, home decorations, greeting cards, anything that you can think of that you can make and then sell. Do some solid research n this one. If it really is a new idea you can get a patent, which prevents anyone from making your exact product for 17 years.

PLANT SITTING SERVICE

Offer to take care of people's plants once a week. Again, here is an idea where time equals money. Lots of people love live plants, but keeping up with them can be a chore. If once a week is too often, try servicing plants monthly, or just when people go away on vacation. All it takes is some watering, pruning and a few other basics of plant care.

PET WALKING SERVICE

You probably get home a lot earlier than your working neighbors. Offer to walk pets each day so their owners can relax about getting home from work. Extend your services to pet sitting while the neighbors are away; it's bound to be more affordable than a kennel.

CONSIGNMENT SHOP OR RETAIL STORE

Unless you start this business at your school you will need some up-front money to pay for rent. Run a used clothing drive at your school. Launder and repair the donated goods and open shop. Or else you could buy new goods and start a real retail store. You could sell school supplies, clothing or anything that you can afford to purchase up front and hold in inventory for a while.

RECYCLING SERVICE

Check to see if your city or county has a recycling program. If the don't , then you can start a business recycling. Make the rounds in your neighborhood. Offer to pick up glass, paper and aluminum. Be sure to do your research first so that you will learn what things can or cannot be recycled. Also look for the nearest recycling center near you. Arrange for a friend who drives or a parent to be a partner in this venture.

WINDOW CLEANING/HOME CLEANING/GARAGE CLEANING

Window cleaning is one of those easy-to-overlook chores for many homeowners, and they would be happy to have someone else do it for them. Be sure to check on child labor laws concerning hazardous work. Stay off ladders and scaffolding and clean one-story house windows inside and out. (Labor laws prevents children from doing certain hazardous work and from working on ladders or scaffolding).[11] Or offer your services as a home cleaner to come in once a week. Garages need cleaning all the time and if you are an enterprising young person, after you've cleaned that garage, you could organize a garage sale for the owner.

PIZZERIA

No kidding. A group of teenagers has already done it. They had lots of help from businesses and industry leaders in their area, but not only did they buy a closed restaurant and fix it up, they also managed the shop and made deliveries.

TUTORIAL SERVICE

Do you know a particular subject better than most people? Then you can sell your talent by becoming a tutor. Maybe your topic is computers, or foreign languages, or math, or piano, or English. You can work at a nearby library or in your home.

GOURMET POPCORN BUSINESS

This is a good school business. Sell flavored or regular popcorn at lunchtime, at rallies and special events. Be sure to check with school officials for their permission. On a smaller scale you can sell popcorn in your neighborhood after school.

BABY SITTING/CHILDCARE SERVICE

Keep smaller kids at your house after school until their parents get home. Or be the traditional baby sitter, watching children while parents are out or running errands. Parents of young children are ALWAYS looking for mature, reliable young adults to watch their little ones.

SWAP SHOP

Collect things from garage sales (or garage cleanings) that might be valuable to someone else. Old books are great for this. Trade things for just a little bit of money in exchange for a comparable item.

LAWN MOWING/LAWN MAINTENANCE

You can make this into a big business or you can keep it small. Start out borrowing a mower from your parents or borrowing the mower from the person whose yard you will cut, until you make enough to buy your own mower. Then save up for a blower and maybe a weed trimmer. Be sure to get a hose and rake and some clipping shears. Let you business grow as large as you want it to be. Be sure to put up a sign while you work on someone's yard; you may catch the attention of interested neighbors. If you do any landscaping, ask the owner if you can leave up a sign for a day or two to show off your work to the neighbors.

ANIMAL SUPPLY COMPANY

Raise mice or fish for the local pet store. Pet stores might have an interest in sub-contracting these tasks out to a young entrepreneur. Exotic pet stores need mice, fish, crickets and fruit flies to feed their exotic animals. Other stores might be interested in buying your hamsters, mice or fish for sale as pets.

CAR PARK SERVICE

Does your family own a vacant lot where people often try to park (for example, near a football stadium or civic center)? Ask your parents if you can start a parking service. Charge people to park by the month or for special events.

LAUNDRY SERVICE

Offer to go to people's homes and do their laundry. Do all the laundry or just part. Wash, dry, fold, and iron. For those who don't have a washer and dryer, offer to save them the tedious trip to the laundromat (be sure THEY provide the cost of the coin-operated machines).

JEWELRY REPAIR/JEWELRY MANUFACTURING

If you like to work with your hands and are creative, you might try this one. Untangle knots in valuable chains. Use a glue gun to repair broken pieces of wooden or plastic jewelry. Be creative and make earrings and necklaces. Popular right now are "yellow ribbon" earrings. Glue little yellow bows onto the fronts of earring. If you find enough things to repair, you can resell them at a considerable profit.

NURSERY SALES

If you like to work outdoors and have a green thumb, grow plants for resale. A good seasonal idea is to grow poinsettias for Christmas. You can also grow house plant for sale. If you are really good, you can grow vegetables and open a fruit stand to sell your harvest.

ELDERLY CARE ASSISTANT

Older people need all kinds of help that you can provide. You can run errands for them, move heavy packages, rearrange furniture, read or write for them, cook for them or go shopping for them.

HOME REPAIR SERVICE

If you are handy around your own home, why not offer to be a "fix-it" person around other people's homes. You could mend fences, stack wood piles, do touch up painting . . . the work around a house is never done.

BEAUTY AND FASHION CONSULTING

Many times people need assistance in putting together colors or styles. Offer your services as a consultant. Print up business cards and door knob flyers advertising that you will help anyone find the right fashion looks of today. If you have a knack for putting colors together, you could expand into home fashion decorating.

CAR CLEANING/ DETAIL SERVICE

You can start with a bucket of water, washing soap and soft cotton towels. Clean cars inside and out. Once you have saved some money, you can expand to buy a vacuum cleaner or an exterior buffer for waxing. This is another business that can be as small or as large as you want it to be.

DELIVERY PERSON

If you own a bicycle, you can be a delivery person. If you drive a car, you can serve an even bigger area. Drop off flyers or run an ad stating when, where and what you can and will deliver. Be sure to remember that you can't work when you're supposed to be in school. Afternoons and weekends are good times. Lots of businesses are open on weekends.

NEIGHBORHOOD NEWS

If you like to write, you can start a neighborhood newsletter and sell it to your neighbors. You might want to take subscriptions. Go around your neighborhood or apartment complex and take voluntary information from your neighbors. Type it up in an attractive format and take it to a quick copy shop for printing. Deliver your paper once a week in the afternoons. You may even be able to sell some ads, which would offset your costs and increase profits.

STREET VENDOR

Equip your bike with coolers and sell drinks, ice cream, or other goods at sporting events or community activities. If you have the money, buy a vendor's cart and carry more extensive food items.

PHOTOGRAPHY SERVICE

If you are good with a camera, you can offer to take pictures for people. You could be a surprise photographer at a party or event, or you could offer to take pictures of people's homes. Sometimes people who are selling their home will need a good picture to use for their ads.

TAKE-OUT SANDWICHES OR DELIVERY

Make sandwiches in your home and cater parties. If you have the resources, rent a shop where you can start deli take-out business. If you are still in school, you will need to hire someone to run the shop for you. Catering sandwiches from home allows you to set your own hours.

JANITORIAL SERVICE

This is an excellent project for a group of teens. Find out who is providing janitorial services to your school, church or nearby office complex. Find out when that contract expires and what it entails. Bid on the elements of the job you can do and you might win the contract or strike some other bargain. One group of kids did this and received the cleaning contract for their own school.

PAINT CURB SIDE HOUSE NUMBERS

Get a sturdy set of stencils and some black, fluorescent orange, and white paint. Walk around neighborhoods offering to paint house numbers on curbs or sidewalks so that they are easily visible from the street.

TYPING SERVICE

If you can type, you can be in business. Print up flyers offering your services as a typist. Be sure you are good and that you know how the formats to use in typing business letters, resumes and term papers. Tack your ad up at college campuses and on community bulletin boards.

BAKERY PRODUCTS AND HOMEMADE COOKIES

Make homemade cookies or bakery goods and sell them anywhere you can. Offer to sell them around holidays. Make up pretty Valentine baskets with homemade cookies and candies. Take subscriptions a few weeks early so you have time to plan your deliveries. Make yourself available for Easter, Christmas, St. Patrick's Day, Fourth of July, birthdays and weddings. For anything people celebrate, you can make a basket.

T-SHIRT/SWEAT SHIRT DESIGNER

You can use paints, dyes, sequins, buttons or any art work to decorate t-shirts and sweat shirts for sale. Tie-dye is really popular again. So are holiday sweat shirts created with paints and appliques.

ENTREPRENEUR BROKER

You can be the manager of a Youth Entrepreneur Brokering service - essentially, a job placement center for other youth entrepreneurs. Advertise that you have teens who are ready, willing and able to work. Collect the names of teens who can perform a number of the jobs above. When someone needs a job done, they can call you and you can match the teen to the consumer for a commission (paid by the teen). Another way this can work is to have several students on file who can fit the bill. For example, perhaps several of your friends are available for baby sitting. You match the sitter to the customer for a fee from the sitter.

These are just a few ideas that youth entrepreneurs have started. There are many more. You are only limited by your imagination in coming up with ideas. If you decide to start a business that requires a great deal of money to begin with, you must write a sound business plan and probably look for financing. Your investors will take you seriously if you have thought out all the possible shortcomings of your plan and how you plan to pay them back.

CONCLUSION

Starting a youth-owned business can be fulfilling and can help you raise an impressive sum of money. Plan carefully, work hard and watch your business grow.

Starting a youth-owned business can be a fun, exciting and fulfilling educational endeavor. If conducted properly, the venture can be wildly successful in providing students with hard-earned money and education. What it takes is solid research, proper planning, and hard work and motivation. All of these elements can be accomplished more easily with the help of a business mentor or a Chamber of Commerce. There is no reason young people cannot start youth-owned businesses. In fact there are many reasons why they should. Agencies exist to help small businesses get a start, and Chambers of Commerce are also available for help. Young people simply need to be exposed to the foreign world of work and guided through some of the uncertainties. Suddenly, the world of work and owning your own business will no longer need to be an impossible desire - it can be a reality.

The information provided in this manual is a guideline for assisting youth entrepreneurs in starting their own businesses. A more detailed checklist is provided on page 33 of this publication. If the students are able to answer all the questions listed there, they are well on their way to starting a successful business.

Now it's time to get down to work. As was stressed at the beginning of this manual, entrepreneurial experiences are invaluable exercises for young people. Starting and operating a youth-owned business teaches students how to be self-motivated, how to research, plan and organize, how to be responsible and how to stay with a project to the end. It gives them a greater sense of community and volunteerism and helps them become better prepared students and workers for the future.

Entrepreneurship activities bring together educators, entrepreneurs, business executives, Chambers of Commerce and youngsters. Each of these groups gains from the association. Students are enriched by the role model set by the adults, and the adults are inspired by the motivation and energy of the youth. In the long run, everyone benefits as the economy becomes stronger thanks to the better prepared entrepreneurs emerging from Florida schools. Small business success is bolstered by programs such as these. New career options are opened to young people, and some will stay in school longer and learn more.

Entrepreneurial activities are a break from the traditional classroom setting, allowing students to apply what they learn. They can be infused into daily curriculum or they can be accomplished outside of the regular curriculum. The essential point is, they CAN be accomplished. In the process many lives are enriched and a great deal of learning takes place. Be the first entrepreneur in your community. Help start and run a youth-owned venture, and GOOD LUCK!

THE YOUTH VENTURE VOLUNTEER CONTRACT

Use a version of this "Volunteer Contract" to start your Youth Venture

WHEREAS We/I the undersigned, here forward know as the Youth, desire to start a Youth-owned Venture in order to better understand and share in the rewards of the free enterprise system, and,

WHEREAS We/I the undersigned, here forward known as the Mentor, recognize the value of assisting the youth of today in gaining skills necessary to start and run a youth-owned business,

NOW, THEREFORE, the Youth and the Mentor agree this _____ day of _____, 199__, to the following:

1) The Youth agrees to do all the necessary research to prepare a well thought out business plan for the business venture the Youth desires to start, and agrees to write such a plan.

2) The Mentor agrees to assist as a consultant in the preparation of the business plan when requested by the Youth.

3) The Youth agrees to take full responsibility for running and managing the youth-owned venture, but agrees to fully consider advice given by the Mentor.

4) The Mentor agrees to serve as a business consultant when requested but agrees to allow the Youth to make final decisions concerning the welfare of the Youth Venture.

5) The Youth agrees to seek Economic Education through courses offered at school in order to support real-life experiences with solid academic skills.

6) The Mentor agrees to meet with the Youth no less than twice each month or send a designee if the undersigned Mentor cannot attend a consultation meeting to assist the Youth in strategic planning or other business activity.

7) The Youth and the Mentor agree to establish a Youth Venture which is totally legal with the limits of city, county, state and federal laws and regulations.

8) The Youth and the Mentor realize this is a non-binding Volunteer Contract and symbolizes an agreement by both parties to work toward Youth Development and Economic Development Through Youth.

9) This contract will be effective for a period of _____ beginning _____ and ending _____.

I volunteer for and agree to the above terms and conditions:

Youth:	_____	Mentors:	_____
	_____	Marketing Representative	_____
	_____	Insurance Representative	_____
	_____	Accountant	_____
	_____	Banker	_____
	_____	Purchasing Agent	_____
	_____	Chamber Representative	_____
	_____	Industry Representative	_____
	_____	Lawyer	_____
	_____	Engineer/Technical Asst.	_____
	_____	Public Relations Rep.	_____

(REMEMBER TO TAILOR THE VOLUNTEER CONTRACT TO FIT YOUR NEEDS.)

BUSINESS START UP CHECKLIST

After analyzing your strengths and weaknesses, paying special attention to your business experience, business education, and desires, consider the following questions to help you to decide whether to go into business for yourself and to help you develop your business plan.

NATURE OF PRODUCT OR SERVICE

- ☐ Define exactly what business you are in.
- ☐ What does your product or service do for your customers?
- ☐ What doesn't it do?
- ☐ What distinguishes your product from others?
- ☐ What should it do later, but doesn't now?
- ☐ Should produced parts be manufactured or purchased?

MARKETS

- ☐ What do you buy? What do you sell?
- ☐ Is there evidence of a need for a product or service?
- ☐ What comprises the market (age, income, geographical area, sex, occupation, etc.)?
- ☐ What are target customers' buying habits?

DISTRIBUTION

- ☐ How will the product or service reach its market?
- ☐ How will the product or raw materials reach you?
- ☐ Who are your suppliers? What trade and credit terms?
- ☐ How long does it take to receive orders?

COMPETITION

- ☐ Who are they and where are they?
- ☐ How does your product or service measure up (higher quality, lower cost)?
- ☐ What sets you apart from the competition?

EXPENSE OF START-UP

- ☐ How much is the down payment on purchase or deposit on lease?
- ☐ Necessary fixtures or remodeling cost?
- ☐ Cost of purchase or lease of equipment?
- ☐ Cost of initial inventory?
- ☐ Utility deposits and installation fees?
- ☐ Operating supplies cost?
- ☐ Cost of taxes, permits, and licenses?
- ☐ Cost of professional services (attorney, accountant, etc.)?
- ☐ Advertising and promotion costs for opening?
- ☐ Start-up employee salaries?

PROJECT SALES AND EXPENSES

- ☐ Do you know how to determine what price you will charge?
- ☐ What is your monthly sales volume?
- ☐ What is expected rate of increasing sales?
- ☐ What is cost of sales (merchandise, freight, labor, etc.)?
- ☐ What are monthly fixed costs (rent, utilities, insurance, etc.)?
- ☐ What are monthly variable costs?
- ☐ What are monthly net profits?
- ☐ How will you pay yourself before your business starts to make a profit?

- ☐ What information is the basis for your projections? Are they realistic?
- ☐ How will you handle cash flow problems if sales don't cover expenses?

LEGAL TYPES OF BUSINESSES

- ☐ Proprietorship, partnership, corporation or a hybrid form?
- ☐ How much money do you need and where will it come from?
- ☐ How is the initial money to be used?
- ☐ What skills can you provide, and what other skills are needed?
- ☐ How much control will you have over the business?
- ☐ How will the business be taxed?
- ☐ To what extent will you be personally responsible for debts or claims against the business?
- ☐ What will happen to the business if you are incapacitated?

EMPLOYMENT

- ☐ Do you need to hire someone to help you?
- ☐ Do you know how to find someone (employment service? ads? schools?)?
- ☐ What duties and responsibilities will they have?
- ☐ What skills, experience, characteristics should they have?
- ☐ Do your wages meet the local rate for similar work, and will they retain competent employees?
- ☐ What training will you need to do? Do you have a training plan and written procedures?
- ☐ What rules do you need, and do you have a written copy for each employee?
- ☐ Are you familiar with the federal and state regulations on minimum wages, overtime, child labor, or other employment conditions?
- ☐ Have you met all the requirements for payroll taxes, workers' compensation, unemployment compensation?
- ☐ Are you aware of employee relations laws?

TAXES

- ☐ Federal and state income taxes?
- ☐ What is the investment tax credit?
- ☐ How and when do you file?
- ☐ What employment taxes are involved?
- ☐ What about unemployment taxes?
- ☐ What about excise taxes, sales and use taxes, property taxes, and inventory taxes?
- ☐ What about impact fees?

REGULATIONS

- ☐ What federal regulations apply?
- ☐ Corporation filing requirements?
- ☐ State, county, and city licenses?
- ☐ What zoning laws, building codes and health, fire, and police standards apply?
- ☐ What are the norms of the community?

FINANCING

- ☐ What net income per year do you expect to get from your business? Can you live on this? How much can you put back in the business to help it grow?
- ☐ Do you need additional capital? For What? When? From whom?
- ☐ How and to whom do you apply for a business loan?
- ☐ What about government loans?
- ☐ How will you handle cash flow problems if sales don't cover expenses, or accounts receivable are late?
- ☐ Do you have a system designed to set aside funds for meeting tax payments (sales, income, unemployment compensation or other required tax remittances)?

SITE LOCATIONS

- ☐ Does your product or service require specific location needs?
- ☐ Does proximity to suppliers or customers play an important role?
- ☐ What about transportation, labor supply, utility costs, state and local taxes, and regulations?
- ☐ Do traffic count, parking facilities, and other business establishments play an important part in location?

LEASING ARRANGEMENTS

- ☐ Should you lease or buy your business facilities?
- ☐ How is rent determined (flat rate, percent of sales)?
- ☐ Is rent high or low in relation to the area and facilities being rented?
- ☐ Who owns improvements that the tenant makes?
- ☐ How much insurance does the landlord hold, and does he require the tenant to have certain coverage?
- ☐ What are the lease renewal provisions?
- ☐ Does the tenant have the right to sublet?
- ☐ Are there any options for expansion?
- ☐ Are there required operating hours?
- ☐ Can you negotiate terms of lease?
- ☐ Is it zoned for your type of business?

INSURANCE COVERAGE

- ☐ What kind of property insurance is needed (fire, extended coverage, burglary, robbery, business interruptions)?
- ☐ What kind of casualty insurance (liability, automobile)?
- ☐ What about life insurance (sole proprietorship, partnership or corporation, key man, workers' compensation)?
- ☐ Do you need fidelity or surety bonding?
- ☐ Do you need fringe benefit insurance for your employees?

RECORD KEEPING

- ☐ What records do you need (payroll, taxes, sales, inventory)?
- ☐ What financial statements do you need and at what intervals)? Do you know how to use these statements?
- ☐ What kind of record-keeping system will you use?
- ☐ What services do you need from an accountant? How do you select one?

ADVERTISING

- ☐ How will you provide visibility for your products, services, and business?
- ☐ What image do you want for your business?
- ☐ How will you identify your business site?
- ☐ Who is your market, and what medium or media will reach the market?
- ☐ How often do you advertise, and how much shall be spent?
- ☐ What message should reach your potential customers?

APPENDIX A

Pricing Your Product/Service — An Example

In her youth-owned business, Mary makes fancy bows for women's hair. She can make approximately 50 bows from one yard of material. Using scrap ends, she can buy the material at $2.00 a yard. She must also buy thread, hair clips, and glue. Working one hour per day, Mary can make 50 bows a week.

STEP 1: COST OF PRODUCTION SUPPLIES FOR 50 BOWS

Fabric	$2.00
Thread	.75
Hair clips (50 at $1.95 per 10)	9.75
Glue	1.00
	$13.50

COST PER ITEM:
Total cost of supplies divided by the number of items: $13.50 divided by 50 = **.27 per item.**

STEP 2: OVERHEAD COSTS (PER MONTH)

Wrapping paper	$6.00
Small paper bags	2.50
Office supplies (includes paper for fliers)	5.00
Needles	2.00
Space	10.00
Repairs (sewing machine set aside)	5.00
Tax set aside	5.00
Total monthly overhead	$35.50

Cost per item

50 items per week x 4 weeks
50
x4
= 200 items

Overhead divided by number of items: $35.50 divided by 200 = **.18 per item.**

STEP 3: SALARY PER WEEK

One hour per day at $3.85 x 7 = $26.95

Cost per item - total weekly wages divided by number of items per week: $26.95 divided by 50 = **.54 per item**

STEP 4: FIGURING THE PRICE

Supplies	$ .27
Overhead	.18
Wages	.54
Total cost per item	$ .99

COMPETITORS SELL THEIR HAIR BOWS FOR $3.00. THAT LEAVES MARY WITH $2.01 TO ADD TO HER COST. SHE DECIDES TO MARK HER BOWS UP $1.59 TO BE MORE COMPETITIVE.

Profit	$1.59
Cost per item	.99
PRICE PER ITEM	$2.58

* Reproduced from Dr. Madrea Proctor's publication *From Dreams to Reality.*

APPENDIX B

Obtain Required Licenses and Permits; Register with Appropriate Sources

The following guidelines provide basic information youth entrepreneurs will need to begin their business ventures in Florida, concerning initial licenses, permits, and registration requirements of local, state, and federal government agencies.

No attempt has been made to provide a complete list of businesses or occupations licensed or areas which are regulated. For information pertaining to licenses, permits, and registration requirements on subjects not listed, contact:

Florida Department of Commerce
Division of Economic Development
Bureau of Business Assistance
443 Collins Building
Tallahassee, Florida 32399-2000
904/488-9357 or call toll free 1-800/342-0771 (in Florida)

FEDERAL

SS-4 Application for Employer Identification Number

When this form is properly completed and submitted to the Internal Revenue Service, the youth venture will be registered with the federal government as a business. Except for sole proprietors, this registration is required even though the business may not have employees. The form must be filed on or before the seventh day after the date on which business begins.

To request an application:

U.S. Internal Revenue Service
Post Office Box 25866
Richmond, Virginia 23260
1-800/424-3676

To submit an application:

U.S. Internal Revenue Service
Atlanta, Georgia 31101

Assistance Line:

U.S. Internal Revenue Service
Post Office Box 35045
Jacksonville, Florida 32202
1 800/424-1040

Ask for a copy of the Small Business Tax Kit for either a sole proprietorship, a general partnership or a corporation. The IRS also conducts workshops on the information contained in these kits.

STATE

DR-1 Application for Certificate of Registration (Sales Tax Number)

The State of Florida requires businesses to collect a 6 percent retail sales tax on certain items, as well as on the sale, resale or lease of tangible personal property or the rental of real property. Many Florida counties also have a discretionary tax collected by the Department of Revenue. All businesses that collect the sales tax must secure a Certificate of Registration (sales tax number) from the Department of Revenue. A $5.00 registration fee is required for Florida businesses.

Department of Revenue
Office of Taxpayer Assistance
Carlton Building
Tallahassee, Florida 32399-0100
904/488-6800
1-800/872-9909

CITY AND COUNTY

Occupational Licenses

These are required for every business and are issued by counties and cities. Student entrepreneurs may need both or either one, depending on their location in Florida. Check with the tax collector's office in your city and county to determine those licenses for which you are liable.

Certificate of Occupancy

After a business location has been selected, a certificate of occupancy must be obtained. Check with local building officials to determine which forms are needed for your particular business.

Zoning Permits (Certificate of Use)

Check with your county planning department or building inspection division to determine which forms are needed for your particular business location.

APPENDIX C

Other Pertinent Information

LABOR REGULATIONS

State Unemployment Compensation Regulations

Department of Labor and Employment Security
Division of Unemployment Compensation
Employer Status Section
Bureau of Tax
Room 107 Caldwell Building
Tallahassee, FL 32399-0233
904/488-2130

Occupational Safety and Health Act (OSHA) *(for information and training on safety and health requirements and practices.)*

Department of Labor and Employment Security
Bureau of Industrial Safety and Health
2728 Centerview Drive
Forrest Building, Suite 349
Tallahassee, FL 32399-0663
904/488-3044

Worker's Compensation Insurance *(must be provided unless qualified as a self-insured company for businesses with three or more employees. New Employers Information Packet available.)*

Department of Labor and Employment Security
Division of Worker's Compensation
Bureau of Compliance
2728 Centerview Drive
Forrest Building, Suite 100
Tallahassee, FL 32399-0663
904/488-2713

Proof of Age *(if employment of minors is anticipated)*

Department of Labor and Employment Security
Division of Labor, Employment & Training
1320 Executive Center Drive
Room 201 Atkins Building
Tallahassee, FL 32399-0667
904/488-3131

APPENDIX D

Obtain Necessary Forms for Reporting Taxes and Other Requirements

Taxes on a business and other reporting requirements will depend on the nature of the business, its form of legal organization, and whether or not it has employees. Major federal, state, and local business taxes include:

FEDERAL

940 Employer's Annual Unemployment Tax Return

Used to report and pay, on an annual basis, the federal unemployment compensation tax. If the youth business has no employees, this form is not needed.

941 Employer's Quarterly Federal Tax Return

Used to report, on a quarterly basis, the income tax and Social Security withheld from employees' wages and the Social Security matched by the employer.

Other Federal Forms

Specially regulated industries such as liquor, firearms, travel agencies, etc., are required to file other federal forms periodically. The government should provide these forms or young entrepreneurs should check with the particular regulatory agency.

U.S. Internal Revenue Service
Post Office Box 25866
Richmond, Virginia 23260
1-800/424-3676

STATE

UCS-1 Report to Determine Status

Used to determine if the employer is liable for unemployment compensation taxes and to apply for a state unemployment compensation tax number.

UCT-6S Unemployment Compensation Tax Return

Used to report and pay quarterly the employer's unemployment compensation tax based on employees' wages. This is paid to the State Unemployment Compensation Fund, not to be confused with workers' compensation insurance.

Department of Labor and Employment Security
Division of Unemployment Compensation
Room 308 Caldwell Building
Tallahassee, Florida 32399-0214
904/488-5850

Workers' Compensation

If the youth-owned business has four or more employees (one or more in the case of construction companies), it is required to carry workers' compensation coverage.

Department of Labor and Employment Security
Division of Workers' Compensation
Bureau of Compliance
2728 Centerview Drive, Forrest Building, Suite 100
Tallahassee, Florida 32399-0663
904/488-2713

DR-15-CS Sales and Use Tax Report

Used to report and pay monthly the state sales tax collected. When filed in a timely manner, a collection allowance of 2.5 percent of the first $1,200 of tax liability and .83 percent of amounts over $1,200 is provided to the business to cover the costs of collecting and processing the tax money.

DR-601-AC Intangible Personal Property Tax Return *(Corporations and Partnerships)*

DR-601-AI Intangible Personal Property Tax Return *(Individual and Fiduciary)*

Used to report and pay tax annually on intangible property such as accounts receivable, stocks and bonds, notes and loans. The above forms may be obtained from:

Department of Revenue
Office of Taxpayer Assistance, Carlton Building
Tallahassee, Florida 32399-0100
904/488-6800
or toll free 1-800/872-9909 (in Florida) or from one of the 20 area offices located in major Florida cities

Other State Forms

Specially regulated industries are required to file various forms periodically. Additional information may be obtained from the regulatory agencies.

DR-405 Tangible Personal Property Tax Report

Used to report tangible personal property (equipment, furniture, etc.), livestock, and inventory on a yearly basis. Check with your county property appraiser.

COUNTY AND CITY

City License and Tax - *If required*

City Tax Collector

County License and Tax - *If required*

County Tax Collector

RESOURCES FOR ENTREPRENEURIAL EDUCATION

People to Contact

Dr. Catherine Ashmore
Director
ENTREPRENEURSHIP PROGRAM, Center on Education and Training for Employment, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210
1-800-848-4815

■

Nasir Ashemimry
President
BUSINES$ KIDS , 301 Almeria Avenue, Suite 330 , Coral Gables, FL 33134
1-800-852-4544

■

Loretta Cordell
Program Director
MARKETING AND DIVERSIFIED EDUCATION, Division of Vocational, Adult & Community Education, Florida Department of Education, Tallahassee, FL 32399
(904) 487-3140

■

Ann DeRose
Program Director
LEE ADOLESCENT MOTHERS PROGRAM 1827 High Street Fort Myers, FL 33916
(813) 332-7717

■

Joyce Flanagan
IN-SCHOOL STUDENT CHAMBER Dade County Public Schools 1450 N.E. 2nd Avenue Miami, FL 33132
(305) 995-1768

■

Donald G. Fell
President
FLORIDA COUNCIL ON ECONOMIC EDUCATION 1211 North Westshore Boulevard, Suite 300 Tampa, FL 33607
(813) 289-8489

■

Jim Kaserman
LEE ADOLESCENT MOTHERS PROGRAM 1827 High Street Fort Myers, FL 33916
(813) 332-7717

Steve Mariotti
President
NFTE — THE NATIONAL FOUNDATION FOR TEACHING ENTREPRENEURSHIP TO HANDICAPPED AND DISADVANTAGED YOUTH, INC., 171 West 23rd Street, Suite 40 New York, NY 10011
(212) 633-8444

■

Judith Paul
Coordinator
ECONOMIC EDUCATION, Division of Instruction School Board of Broward County 6650 Griffin Road Davie, FL 33314
(407) 765-6366

■

Dr. Madrea Proctor
Coordinator
PROJECT OF FLORIDA COUNCIL ON ECONOMIC EDUCATION: Post Office Box 37400 Tallahassee, FL 32315
(904) 385-2579

Agencies and Associations

ASSOCIATION OF COLLEGIATE ENTREPRENEURS (ACE)
Max Haynes, *Executive Director*. Campus Box 147, Wichita State University, Wichita KS 67208.
(316) 689-3000.

■

FUTURE BUSINESS LEADERS OF AMERICA
Dr. Edward D. Miller. *President*, Post Office Box 17417-DULLES, Washington, D.C. 20049. Call for booklet on memberships and competitions.
(703) 860-3334

■

THE FLORIDA COMPACT
The Office of Business and Citizen Partnerships, Florida Department of Education, Tallahassee, FL. The Florida Compact supports local school and business partnerships offering innovative projects linking education and the world of work.
(904) 488-8385

NATIONAL ASSOCIATION FOR TEACHING ENTREPRENEURSHIP

National Entrepreneurship Consortium. Consortium Project Director, The Ohio State University, 1900 Kenny Road, Columbus OH 43210-1090. Nationwide networking, professional development forums and workshops, etc.

■

JUNIOR ACHIEVEMENT OF EAST CENTRAL FLORIDA, INC.,

1980 North Atlantic Avenue, A1A, Suite 911, Cocoa Beach, FL 32931. Contact **Ms. Catherine Haga**, *President*

(407) 799-0222

■

JUNIOR ACHIEVEMENT OF SOUTH FLORIDA, INC.

1415 East Sunrise Boulevard, Suite 101, Ft. Lauderdale, FL 33304 Contact **Mr. David Bateman**, *President*

(305) 463-2810

■

JUNIOR ACHIEVEMENT OF NORTH CENTRAL FLORIDA, INC.

1031 Northwest 6th Street, Suite C1, Gainesville, FL 32601. Contact **Ms. Laura Livengood**, *President*

(904) 378-1638

■

JUNIOR ACHIEVEMENT OF JACKSONVILLE, INC.

3728 Phillips Highway, Jacksonville, FL 32207. Contact **Mr. S. Lee Strayer**, *President*

(904) 396-6200

■

JUNIOR ACHIEVEMENT OF GREATER MIAMI, INC.

1001 South Bayshore, Suite 1010, Miami, FL 33131. Contact **Mr. John R. Mazzarella, Jr.**, *President*

(305) 374-0111

■

JUNIOR ACHIEVEMENT OF CENTRAL FLORIDA, INC.

2121 Camden Road, Orlando, FL 32803-1487. Contact **Mr. J. Scott Riddile, III**, *President*

(407) 898-2121

■

JUNIOR ACHIEVEMENT OF THE SUNCOAST, INC.

13575 58th Street, North, Suite 134, Clearwater, FL 34260. Contact **Mr. Richard George**, *President*

(813) 538-4110

JUNIOR ACHIEVEMENT OF GREATER TAMPA, INC.,

2410 East Busch Boulevard, Suite 215, Tampa, FL 33612. Contact **Mr. John R. Weil**, *President*

(813) 933-8289

■

JUNIOR ACHIEVEMENT OF THE PALM BEACHES, INC.,

4000 Okeechobee Boulevard, Second Floor, West Palm Beach, FL 33409. Contact **Ms. Ellen Stone**, *President*

(407) 471-8818

■

JUNIOR ACHIEVEMENT OF NORTHWEST FLORIDA, INC.,

5110 Bayou Boulevard, Pensacola, FL 32503.. Contact **Mr. Robert A. Christenson**, *President*

(904) 477-1420

■

NATIONAL FEDERATION OF INDUSTRIAL BUSINESSES

600 Maryland Avenue SW, Washington DC 20024. Contact **Betsy Schwammeger** for "Outstanding Young Business Owner" nomination form. Competition prize $1,000.

■

SERVICE CORPS OF RETIRED EXECUTIVES

National SCORE Office, 1825 Connecticut, N.W., Suite 503, Washington, DC 20009. (There are 23 SCORE offices in Florida, call the national office for the office nearest you.)

(202) 653-6279

■

SMALL BUSINESS ADMINISTRATION

South Florida Office, 1320 South Dixie Highway, Suite 501, Coral Gables, FL 33146.

(305) 536-5521

■

SMALL BUSINESS ADMINISTRATION

North Florida Office, 7825 Baymeadows Way, Suite 100B, Jacksonville, FL 32256.

(904) 443-1900

■

UNITED STATES ASSOCIATION FOR SMALL BUSINESS AND ENTREPRENEURSHIP

Executive Secretary, USASBE, c/o SDBC, University of Wisconsin-Madison, 905 University Avenue, Madison WI 53715. Publications, networking, conferences.

Centers for Economic Education

CENTER FOR ECONOMIC EDUCATION
Florida Atlantic University, Department. of Economics, Boca Raton, FL 33431. Contact **Dr. Milton Redman,** *Director*
(407) 367-3227

■

CENTER FOR ECONOMIC EDUCATION
The Gus A. Stavros Center for the Advancement of Free Enterprise and Economic Education, Florida State University, 250 South Woodward Avenue, Tallahassee, FL 32306-4035. Contact **Dr. Lillian Mohr,** *Director*
(904) 644-4772

■

CENTER FOR ECONOMIC EDUCATION
Miami-Dade Community College, Mitchell Wolfson Campus, 300 N.E. 2nd Avenue, Miami, FL 33132. Contact **Ms. Gail A. Hawks,** *Director*
(305) 347-3233

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CENTER FOR ECONOMIC EDUCATION
University of Central Florida, Post Office Box 25000, Orlando, FL 32816. Contact **Dr. Robert Pennington,** *Director*
(407) 275-5741

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CENTER FOR ECONOMIC EDUCATION
University of Florida, 186 Norman Hall, Gainesville, FL 32611. Contact **Dr. Glenna Carr,** *Director*
(904) 392-0971

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CENTER FOR ECONOMIC EDUCATION
University of North Florida, St. Johns Bluff Road, P.O. Box 17074, Jacksonville, FL 32216. Contact **Dr. Stephen Shapiro,** *Director*
(904) 646-2470

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CENTER FOR ECONOMIC EDUCATION
University of South Florida, EDU 118, 4202 Fowler Avenue, Tampa, FL 33620. Contact **Dr. Dominic Puglisi,** *Director*
(813) 974-2175

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CENTER FOR ECONOMIC EDUCATION
University of West Florida, Department of Economics, Pensacola, FL 32514. Contact **Ms. Karen Owens,** *Director.*
(904) 474-2096

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FLORIDA COUNCIL ON ECONOMIC EDUCATION
1211 North Westshore Boulevard, Suite 300, Tampa, FL 33607. Contact **Donald G, Fell,** *President*
(813) 289-8489

Small Business Development Centers

UNIVERSITY OF WEST FLORIDA
State Coordinator's Office, Florida Small Business Development Centers, Building 38, Pensacola, FL 32514.
(904) 474-3016

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FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
Small Business Development Center, Post Office Box 708, Commons Building, Room 7, Tallahassee, FL 32307.
(904) 599-3407

■

FLORIDA ATLANTIC UNIVERSITY
Small Business Development Center, Post Office Box 3091, Boca Raton, FL 33431-0991.
(407) 367-2273

■

FLORIDA INTERNATIONAL UNIVERSITY
Small Business Development Center, Division of Continuing Education, Trailer MOI, University Park Campus. Miami, FL 33199.
(305) 348-2272

■

FLORIDA STATE UNIVERSITY
Small Business Development Center. 1605 East Plaza Drive, Eastwood Office Plaza, Suite 1. Tallahassee, FL 32308.
(904) 644-6524

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UNIVERSITY OF CENTRAL FLORIDA
Small Business Development Center, Post Office Box 25000, Orlando, FL 32816.
(407) 281-5554

■

UNIVERSITY OF NORTH FLORIDA
Small Business Development Center, College of Business, 4567 St. John's Bluff Road, South, Building 11, Room 2163, Jacksonville, FL 32216.
(904) 646-2476

■

UNIVERSITY OF SOUTH FLORIDA
Small Business Development Center, St. Petersburg Campus, 830 First Street South, Building B, Room 113-A, St. Petersburg, FL 33701.
(813) 893-9529

■

UNIVERSITY OF WEST FLORIDA
Small Business Development Center, College of Business, Building 8, Pensacola, FL 32514.
(904) 474-2908

Publications

NOTE: This bibliography is provided as a reference. The Florida High Technology and Industry Council does not endorse any of the following publications or organizations.

A National Entrepreneurship Education Agenda for Action. 1984. Novella Ross, M. Catherine Ashmore, Phyllis Baker, et al. 114 pp. Center on Education and Training for Employment, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. *Cost $9.50*

1-800-848-4815

■

A Salute to Small Businesses, Free Enterprise, and Individual Initiative. July 1989. Sponsored by Florida Chamber of Commerce, Florida Power & Light Corp., Florida Council on Economic Education, 1211 North Westshore Boulevard, Suite. 300, Tampa, FL 33607. Suggested lesson plans.

(813) 289-8489

■

The Blueprint for Career Education. Division of Vocational, Adult and Community Education, Florida Department of Education, Tallahassee, FL 32399. The *Blueprint* is a guide to the Florida Department of Education's goals in establishing career education, including the fostering of entrepreneurship.

(904) 488-8961

■

The Busines$ Kit. Busines$ Kids, 301 Almeria Avenue, Suite 330, Coral Gables, FL 33134. Nasir Ashemimry, Pres. Various kits and materials available. Members receive printed business cards, T-shirt, monthly newsletter, toll-free hotline. Currently over 1 million members.

1-800-852-4544

■

Dare to Dream. Institute for the Development and Dissemination of Entrepreneurship Education Materials, Post Office Box 37400, Tallahassee, FL 32315. Contact Dr. Madrea Proctor, Coordinator. Teachers' and students' manual exploring entrepreneurship as a career, field-tested.

(904) 385-2579

■

Economic Value of Entrepreneurship 1986. Edited by Novella Ross & Paula Kuth. Center on Education and Training for Employment, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Individual papers, 73 pp. *Cost $7.25*

1-800-848-4815

Entrepreneur Education Research Center. Post Office Box 3050, Utica, NY 13504-3050. Various materials. Contact Gene Yelle for more information.

(315) 792-7540

■

Entrepreneurship: A Career Alternative 1984. Garth A. Hanson, Center on Education and Training for Employment, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Outline of start-up process, resources. *Cost $4.25*, 34 pp.

1-800-848-4815

■

Entrepreneurship Training for Youth. *Commentary*, Spring 1990. Aaron A. Bocage and George E. Waters. Pp. 4-10. Focuses on New Entrepreneurs program developed by Education, Training & Enterprise Center in Camden, NJ.

■

ERIC Update. 1987. Entrepreneurship National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd, Columbus, OH 43210. 107 abstracts on entrepreneurship resources. 88 pp. *Cost $8.00*

■

Financial Independence: The Nissan Guide to Bootstrap Businesses. *Mother Earth News*, Inc. 80 Fifth Avenue, New York, NY 10011 or Sponsorship Marketing, (212) 242-2460. Free copy for each student, write to *Mother Earth News*.

■

The Florida Business Advisor. Produced by WLRN Public TV Channel 7, 172 N.E. 15th Street, Miami, FL 33132. With the assistance of Arthur Young & Co., Worldmark Group of Companies and J.W. Charles Securities, Inc. 10 sessions on video cassette with various topics, adult or postsecondary level. Purchase from WLRN-TV, checks payable to The School Board of Dade County. Cost $199.

■

** **Florida New Business Guide and Checklist 1990.** Florida Department of Commerce, Division of Economic Development, 107 West Gaines Street, Tallahassee, FL 32301-0771. Guidelines on how to start a business in Florida, basic information for federal, state, and local registration and reporting requirements. The Department of Commerce has a toll-free business information service. They can answer questions on subjects such as taxes, licensing, permitting, and other questions.

1-800-342-0771

Florida Small Business Development Centers: Annual Report 1987. Florida Small Business Development Center, State Coordinator's Office, The University of West Florida, Building 38, Pensacola, FL 32514 . Details types of services offered by the centers.

(904) 474-3016

■

From Dreams to Reality: A Young Entrepreneur's Guide to Business Ownership. Project of Florida Council on Economic Education. Education Materials: Post Office Box 37400, Tallahassee, FL 32315. Contact Dr. Madrea Proctor, Coordinator. Written specifically for teenagers who are interested in entrepreneurship as a career choice: from goal setting to managerial skills and actual business ventures.

904/385-2579

■

Home Businesses Under $5,000. Joyce Lain Kennedy, Home Biz, Box 368C, Cardiff, CA 92007. Small businesses that you can run from your home. *$3.50, checks payable to SFI.*

■

How To Make Money with Your Micro: How to Set Up a Computer-Based Business. Herman Holtz, John Wiley and Sons. Recently revised, *$14.95.*

■

How to Set Up Your Own Small Business. Max Falick, American Institute of Small Businesses, 7515 Wayzata Boulevard, Suite 201, Minneapolis, MN 55436. Teaching manuals, handouts, overheads, business plan guide.

■

Hyper Entrepreneur. Hyper Train, Inc. 14 Front Street, Keesville, NY 12944. Computerized entrepreneur system for Macintosh, IBM version available soon. *Cost $285.* Used in some Florida schools.

518/834-7203

■

Kid Biz: Year Round Money Making Projects for Junior Entrepreneurs. Homeland Publications, Department. C, 1808 Capri Lane, Seabrook, TX 77586. 101 mini-businesses kids aged 8-16 can start with minimal resources. *Cost $9.95.*

■

Kids Mean Business. Homeland Publications, Department C, 1808 Capri Lane, Seabrook, TX 77586. Free copy for SASE. Bimonthly newsletter *costs $8 year.*

■

The Little Business Game. Helen Reed, New Frontiers Publishing Inc., Post Office Box 2001, Lake Mary, FL 32746. Instructor's manual, transparencies and complete materials for 6 businesses. Can be used by up to 33 students. *$144.95.*

National Survey of Entrepreneurial Education, 3rd ed. The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. 6 volume set — course descriptions, syllabi. *Cost $70 set.*

1-800-848-4815

■

New Economic Realities: The Rise of Women Entrepreneurs. A report of the Committee for Small Businesses, House of Representatives, One Hundredth Congress: Second Session, June 28, 1988; U.S. Government Printing Office, Washington, D.C. Call or write to Senator Graham or Senator Mack for assistance. Senator Graham's address and telephone: 241 Dirksen Senate Office Building, Washington, D.C. 20510. Tel. (202) 224-3041. Senator Mack's address and telephone: 902 Hart Senate Office Building, Washington, D.C. 20510.

(202) 224-5274

■

The One Hundred Best Spare-Time Opportunities Today. Kevin Harrington and Mark Cohen. John Wiley and Sons. Explains dealerships, distributorships, license arrangements and investment ideas. *$12.95*

■

Open for Business. Maryland Instructional TV, Glencoe, Division of MacMillan-McGraw Hill School Publishing Co. Video cassettes, interviews of successful entrepreneurs, technical aspects. *Cost $264.*

1-800-334-7344

■

Program for Acquiring Competence in Entrepreneurship (PACE). The Ohio State University, Center on Education and Training for Employment, Columbus, OH 43210. Under revision at this time, considered an excellent resource.

1-800-848-4815

■

Risks & Rewards of Entrepreneurship, 1988. M. Catherine Ashmore, et al, EMC Publishing, 300 York Avenue, St. Paul, MN 55101. Exploration of entrepreneurship as career. *Instructor's Manual $19, Student Manual $7.50, Kit $59 including posters.*

1-800-328-1452

■

Small Business Management: Going-Into-Business-Modules. Division of Agricultural Education, University of Minnesota, St. Paul, MN 55414. Suitable for adult or postsecondary level, write for more information.

■

Small Business Success. Pacific Bell Directory, One Rincon Center, Communications Department, 101 Spear Street, Room 429, San Francisco, CA 94105. Magazine, *available free.*

The Teenage Entrepreneur's Guide. Sarah Riehm, Surrey Books, 101 East Erie Street, Suite 900, Chicago, IL 60611. Tests your EQ (Entrepreneurial Quotient) and gives advice on writing a business plan, bookkeeping, filing taxes, etc. *Cost $10.95*

▪

The Telecommuter's Handbook: How to Work for a Salary Without Ever Leaving the House. Brad Schepp, Pharos Books. Tel. 1-800-521-6600. Computer-focused and gives contacts. $9.95.

Magazines

Entrepreneur. Subscription Department, 2392 Morse Avenue, P.O. Box 19787, Irvine, CA 92713-9441.

▪

In Business: The Magazine for Environmental Entrepreneurs. Subscription Department, P.O. Box 323, Emmaus, PA 18049.

▪

Business Age: The Magazine for Small Business. Subscription Department, 135 W. Wells Street, 7th Floor, Milwaukee, WI 53203-1800.

▪

Business Journal. Subscription Department, 3 First Canadian Place, Box 60, Toronto, Ontario M5X 1C1.

▪

New Business Opportunities. Subscription Department, P.O. Box 50347, Boulder, CO 80321-0347.

▪

Nation's Business. Subscription Department, P.O. Box 51062, Boulder CO 80321-1062.

▪

Inc. Magazine. Subscription Department, 36 Commercial Wharf, Boston, NY 02110.

In-Service Training

Institute for the Development and Dissemination of Entrepreneuship Education Materials, Project of Florida Council on Economic Education. Education Materials: Post Office Box 37400, Tallahassee, FL 32315. Contact Dr. Madrea Proctor, Coordinator. In-service is provided for teachers on the use of the *Dare to Dream* and *From Dreams to Reality* publications, as listed in the "Publications" section of this guide.

(904) 385-2579

Center for Economic Education, Miami-Dade Community College, Wolfson Campus, Division of Business and Technology and Special Programs, 300 N.E. Second Avenue, Miami, FL 33132. Serves Dade and Monroe Counties.

(305) 347-3151

Courses and services include:

- **ECO 2071 and ECO 2072.** Microeconomics and macroeconomics concepts and methodology for elementary teachers.
- **ECO 2073 and ECO 2074.** Microeconomics and macroeconomics concepts and methodology for secondary teachers.
- **The Stock Market Game and The Commodity Challenge.** Programs given twice each semester. Instructional workshops, awards.
- **Global Economics.** An overview of the international market and south Florida's place in it.
- **Mini-Society.** A program on how to develop your own "mini-society" within your classroom to teach economic concepts.
- **Little Business Game.** Program encourages development of world of work concepts and initial economic ideas.
- **Middle School Civics.** How to integrate basic economics into your civics program.
- **Economics and Me.** Presentation geared for new film series and stressing decision-making skills.
- **Advanced Placement Economics.** Development of a successful AP Economics Program.
- **Personal Finance.** Designed for teachers to gain confidence in dealing with their own personal finances.
- **The Middle East Crisis.** Presentation for the entire high school faculty to show how this event can be integrated across the curriculum.
- **Energy and Economics.** Combined science and social studies approach to the importance of energy and decision-making.
- **Mini-Grant Workshops.** A "how to" program in the mini-grant application process.

Center for Economic Education, University of Central Florida, Post Office Box 25000, Orlando, FL 32816. The UCF Center provides in-service training for six school districts: Orange, Lake, Osceola, Brevard, Seminole, and Volusia.

(407) 275-5741

Courses and services offered include:

The Study of Economics and the Community. Two week summer course.

Economics 5937. The American Economic System and How to Teach It. . . . It is offered to teachers who are interested in learning about economics.

- **Economics 5005** is offered to teach basic economic principles using the *Economics USA Materials*.
- **Audio-Visual Resource Guide** which lists the materials that are available to teachers within its service area to assist them in teaching economics.
- **Career Education Resource Center.** Center within the UCF Center for Economic Education to assist districts with the implementation of the *Florida Blueprint for Career Education*.
- **Career Education Resource Guide** Lists all of the materials the Career Education Resource Center has available for a distribution to assist teachers in teaching entrepreneurship, economics and career education.

Center for Economic Education, University of Florida, 186 Norman Hall, Gainesville, FL 32611. Offers university courses on a regular basis; workshops, on-site demonstrations and on-site presentations frequently offered.

(904) 392-0971

Courses and services offered include:

- **ECO 6075** A graduate course in economics/ consumer education; includes economic topics, entrepreneurship, etc. Offered each semester.
- **International Trade Workshop.** One day event for teachers interested in teaching international trade. April 19, 1991.
- **Economics of Energy Workshop.** A one day event for teachers concerning the economics of energy in relation to current events. March 15, 1991.
- **Stock Market Game Workshop.** Program teaches the operation and function of the stock market, discusses securities careers. Offered Fall and Winter semesters.

Center for Economic Education, University of North Florida, St. Johns Bluff Road, P.O. Box 17074, Jacksonville, FL 32216. Training for teachers in Duval, Clay, St. Johns and Nassau school districts. Offers a library of current audio-visual materials, 1990 guide on Entrepreneurship, classroom presentations, and "At Risk" programming for dropout prevention.

(904) 646-2470

Courses and services offered include:

- **Econ & Me.** Ten hour training program in economic concepts. Entrepreneurship training introduced with production. Offered once a year per county or as requested.
- **Capstone.** High school workshop for grades 9-12. Ten hour training program in economic reasoning with emphasis on markets. Once per year per county or as requested.
- **Economics of Energy.** A three hour training program on the economics of energy, with emphasis on public and private policy decisions. Once per year per county or as requested.
- **Grant Applications for Economic Lessons and Projects.** A one hour training program for all teachers (K-12) Once per year per county or as requested.

University of South Florida Stavros Center for Free Enterprise and Economic Education. College of Education, University of South Florida, Tampa, FL 33620. Entrepreneurship in-service for both certification credit and university credit is provided through the Center.

(813) 974-2175

Courses and services offered include:

- **Audio-Visual Library.** The Center has compiled and catalogued an extensive collection of instructional materials in economic education available for check-out to teachers.
- **Childreneconomics.** Nationally-distributed monthly newsletter with economic education information and classroom activities.
- **Decisionomics.** Individualized economic education curriculum for elementary and middle grades, teaches basic economic concepts integrated with language and mathematics skills.
- **Distinguished Entrepreneur Lecture Series.** Presentation by community business leaders, with "brainstorming" session for teachers to apply their concepts.
- **Economic Decision Making.** Graduate level course provides teachers with decision-making processes for business problems.
- **Economics U$A.** University course introducing micro- and macro-economics through a 28 part TV and print workshop.
- **Free Enterprise Essay Contest.** Scholarship awards for 4-12 grade students. Essays should demonstrate appreciation and knowledge of the American Free Enterprise Economy.
- **Suncoast Business Journal.** Award-winning series of videocassettes produced by Suncoast Business Journal, PBS Programs. Center provides a "lesson of the month" accompanying the tapes.
- **Workshops.** Center staff members conduct workshops and teacher training in the 16 school districts in the USF service area.

Center for Economic Education, University of West Florida, Department of Economics, Pensacola, FL 32514. The Center serves Escambia, Holmes, Okaloosa, Santa Rosa, Walton and Washington counties.

(904) 474-2096

Courses and services offered include:

- **An Evening With Entrepreneurs.** Offered 3-6 times a year. Designing approaches for educators to effectively develop enterprise skills within our youth that will prepare them for the 21st century.
- **Business Dialogue Series: Innovative Classroom Projects Promoting Student and Teacher Understanding of Local Economic Issues.** Offered Spring Semester. Gives teachers an opportunity to stay abreast of substantive developments in a wide range of local businesses, to enhance strategies and content delivery with current and local examples.
- **It's Your Choice.** Offered Spring Semester. Career decision — comprised of stimulating activities designed to encourage students to compare choices and values.
- **Earth Day — Economically Speaking.** Offered Spring Semester. Environmental issues addressed through economic reasoning. Innovative model applies basic economic concepts to energy/ environmental issues of the West Florida region.
- **It's A Mystery to Me.** 3-credit hour course for high school teachers. Offered summer. Materials designed to generate interest in economics through students solving "economic mysteries."
- **Emerging Leaders — Florida Students.** Offered 3-6 times a year. Special topics course designed to emphasis youth participation in our economy and discusses ways of fostering the development of enterprising students.

NOTES

[1] *The Business$ Kit Teacher's Guide.* Lemonade Kids, Inc. 1989.

[2] *The Business$ Kit Teacher's Guide.* Lemonade Kids, Inc. 1989.

[3] Anthony P. Carnevale and Leila J. Garner. *The Learning Enterprise.* The American Society for Training and Development, 1989.

[4] Madrea J. Proctor. *From Dreams to Reality.* Project of Florida Council on Economic Education, 1987.

[5] Madrea J. Proctor. *From Dreams to Reality.* Project of Florida Council on Economic Education, 1987.

[6] David Woodcock. Interview by Lori A. Nolen. 30 January 1991. Florida High Technology and Industry Council.

[7] David Woodcock. Interview by Lori A. Nolen. 30 January 1991. Florida High Technology and Industry Council.

[8] David Woodcock. Interview by Lori A. Nolen. 30 January 1991. Florida High Technology and Industry Council.

[9] Martin Ricketts. *The Economics of Business Education.* (Brighton, Sussex: Wheatsheaf Books, 1987.) P. 49.

[10] Martin Ricketts. *The Economics of Business Education.* (Brighton, Sussex: Wheatsheaf Books, 1987.) P. 45.

[11] Terri Thompson. "How Tykes Can Become Tycoons." *U.S. News and World Report.* 19 February 1990.

WORKS CITED

1. *The Business Kit Teacher's Guide*. Lemonade Kids, Inc. 1989.
2. Carnevale, Anthony P. and Leila J. Garner. *The Learning Enterprise*, The American Society for Training and Development, 1989.
3. Proctor, Madrea J. *From Dreams to Reality*. Project of Florida Council on Economic Education, 1987.
4. Martin Ricketts. *The Economics of Business Education*, (Brighton, Sussex: Wheatsheaf Books, 1987.)
5. Thompson, Terri. "How Tykes Can Become Tycoons," *U.S. News and World Report*, 19 February 1990.
6. Woodcock, David. Interview by Lori A. Nolen, 30 January 1991. Florida High Technology and Industry Council.